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ABSTRACT

This publication is a resource book for Pennsylvania educators and those providing services to homeless children and families. It presents five models for effective coordination between schools and homeless shelters. The five models are those that have been developed in the following: (1) a large urban school district; (2) two medium size urban school districts; (3) a suburban county; and (4) rural counties. Also included are descriptions of alternative school program models. Before the main section describing the models, two brief sections address who homeless students are and what it feels like to be a homeless child. The bulk of the document provides detailed descriptions of the coordination models beginning with the large urban school district, Philadelphia. The model suburban program describes Bucks County's responses to the education of homeless children. The two medium urban areas and their school districts described are Lancaster and Allentown. The rural program describes Armstrong County and Indiana County and their 11 school districts. Finally, the Allegheny County alternative school model, which provides extensive transitional support for the delinquent and dependent youth of the county, is described. Appendices reproduce the section of the Stewart B. McKinney Homeless Assistance Act in 1987 that pertains to education and a Pennsylvania regulation issued in connection with this Act. (JB)

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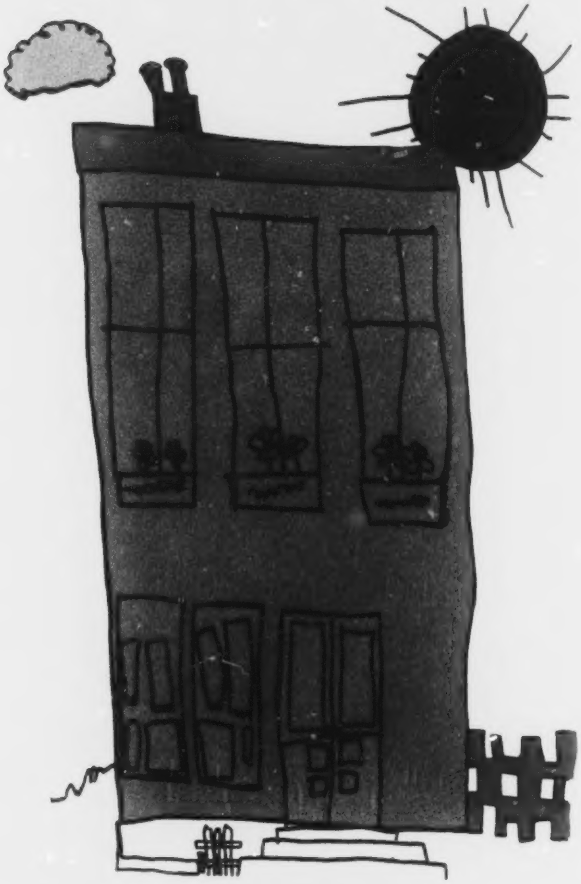
Pennsylvania's Homeless Student Initiative



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A Series of Models for Effective Coordination Between Schools and Shelters

Pennsylvania Department of Education 1989

UD 028 587

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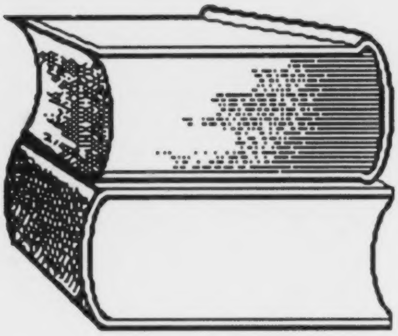

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became Public Law 100-77. It is the first comprehensive federal law dealing with the problems of homelessness in America. The law provides for nearly 20 different programs addressing the needs of homeless people, including educational programs for adults and children.

As a first step, the Pennsylvania Department of Education established, within its Division of Student Services, the Education of Homeless Children and Youth Program. This program has been responsible for assessing Pennsylvania's homeless student population and developing the Pennsylvania Homeless Student Plan.

The Department's 1988 statewide survey identified over 10,000 school-aged children who were in need of temporary shelter sometime during the previous calendar year. State and national surveys estimate there are at least as many preschoolers living in Pennsylvania shelters with their parent(s).

In addition to assessing need, building public awareness, and developing policy, the Department mounted the Homeless Student Initiative in January, 1988.

HOMELESS STUDENT INITIATIVE

The HOMELESS STUDENT INITIATIVE funded local research projects in five Pennsylvania communities. The School District of Philadelphia, the Bucks County Intermediate Unit, the School District of the City of Allentown, the Lancaster School District and the ARIN Intermediate Unit (Armstrong and Indiana Counties) participated. Educators, with the help of local providers, analyzed and refined existing systems of communication and coordination between the school district (s) and key community agencies serving homeless families with children and homeless youth.

As stated by the Lancaster School District:

> "Our general philosophy in working with students who are homeless is to view them as children first and as homeless second. Subsumed in this stance is the notion that, hopefully, their homelessness is a temporary condition; therefore, we continue to encourage the maximum use of existing school district and community resources and seek to enhance school district and community agency coordination and collaboration through our Homeless Student Task Force."

USING THIS RESOURCE BOOK

This publication includes the primary points from each of five models for effective coordination developed **in a large urban school district, medium size urban school districts, a suburban county and rural counties.** Each presents unique solutions to common problems. The reader is urged to consider all five and cross reference information.

Concerned educators can utilize the information in three contexts:

- **To broaden their current knowledge base;**
- **To stimulate local discussion of the problem; and**
- **To initiate a local planning effort on behalf of homeless students.**

The Department extends special appreciation to the State Homeless Student Task Force and the dozens of individuals whose knowledge and professional commitment made this publication possible.

To obtain the complete text of any of the local models, you are encouraged to contact one of the following individuals:

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WHO ARE HOMELESS STUDENTS???

The McKinney Act and the Pennsylvania State Plan have provided a definition of homelessness.

An individual is considered HOMELESS who:

a. "lacks a fixed, regular adequate night time residence, or

b. has primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, conjugate shelters, transitional housing for the mentally ill), or

c. (sleeps in) a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings." [3] (cars, parks, motels, etc.) or

d. children living with a parent in a domestic violence shelter, or

e. is out of necessity living with relatives or friends due to lack of housing, or

f. run-away children (under 18 years of age) and children and youth who have been abandoned or forced out of home by parents or other caretakers, or such youth (between 18 and 20 years of age) who may still be eligible for educational services who:

- temporarily reside in shelters awaiting assistance from social service agencies
- live alone on the street or move from place to place between family members, friends, or acquaintances, or

g. children of migrant families who lack adequate housing.

Stewart B. McKinney Act, Section 103 (a) (1) (2)

WHAT'S IT LIKE TO BE A HOMELESS CHILD ???

from "Homeless School Children in Bucks County: Models for Effective Coordination Between Schools and Shelters." (June, 1989)

Regardless of the reasons for being homeless, the condition can greatly affect children's lives. And these effects are intensified as the state of homelessness is prolonged, as well as when multiple causes are present.

The manifestations listed below are being witnessed in many of the classrooms of Bucks County Schools where homeless students are present. These are the consequences felt and demonstrated by our school children. Homeless children are as different from one another as children who have a permanent residence, but all parties who interact with homeless children can be better equipped to receive them by better understanding the question, "What's it like to be a homeless child?

Only the children can answer.....

"No place to be alone."

"I feel bad about living here. I don't want to keep up with school work."

"We slept on a cot in a big room. I was scared."

"I don't smile. Nothing to smile about."

The issue for parents may be to find a job or permanent housing. There may not be any abuse or other serious problems, but for children, there can be social, psychological and educational problems. Loss of a home and being uprooted from school and familiar surroundings can produce a grieving process just like losing a friend.

Following are observations county-wide by administrators, teachers, counselors, and social service providers.

WHY SOME HOMELESS CHILDREN DON'T WANT TO ATTEND SCHOOL

- Feel he/she can't fit in
- Behind in school work and ashamed
- Feel classmates look down on them
- Afraid others know they're homeless
- Feel embarrassed

SOCIAL/PSYCHOLOGICAL PROBLEMS AS A RESULT OF HOMELESSNESS

- lack of self confidence and self esteem
- hurting
- negative
- hesitant to make friends
- often not motivated
- has little planned recreation out of school
- frightened
- angry
- don't accept discipline well
- ashamed of shelter as "home"
- little or no relationship with one parent, usually the father

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SCHOOL RELATED PROBLEMS

- poor attendance
- often late
- gaps in academic skills
- behind in skills
- often not doing well grade-wise
- tired
- lack supportive counseling
- difficulty locating records
- can lack transportation
- parent(s) not equipped to help
- shelters are difficult places to study
- often bring no snack or eat no breakfast
- homework often not completed
- lack new school clothing and/or supplies

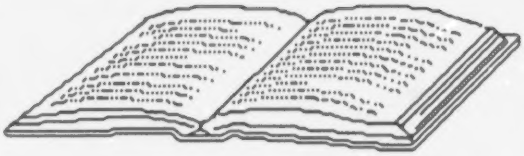
BEHAVIORAL PROBLEMS

- short attention spans
- unable to concentrate
- defensive/aggressive
- sleeping in class
- frequent fighting
- acting out in class to get attention
- crying

These problems can have great impact upon any given school or classroom. One Bucks County Principal made the statement that the primary role of education has to frequently take second place to a more important function of caring for homeless children and seeing them through a difficult period with compassion and understanding without putting added pressure to succeed in class.

Before You Begin ....

The document you are now reading is a result of hundreds of hours of interviews and dedicated research from across the Commonwealth.



Too much information, though, can be somewhat overwhelming. So before you begin to examine the contents, please take note of these suggestions. First, this is a **Resource Document**. It is also a practical guide to working with school children who are homeless in a variety of situations. Second, there is **a wealth of ideas for your usage and duplication so that you don't have to recreate them.**

If you are involved with a school child who is homeless, **chances are that the solution or answer to most any problem or question can be found in this compilation. Or, it will direct you to the person who can help you.** Some of the pages note special attention and can prove very beneficial in the education and caring of a homeless child. These are listed as follows:

. Lists of Local Homeless Task Force Members

. How a Homeless Child Feels

. Complete Step-By-Step Admission/Transfer Procedures

. Model School Programs Already in Operation

. Homeless Tracking Systems

. Hints for Helping Homeless Kids

. Homeless School Children Case Studies

. Benefits when Schools, Shelters and Communities
Work Together to Help Children Who are Homeless

. Letters to Homeless Parents About the Important Role of Education

. Acceptable Documents for Immunization and Proof of Birth

. Checklists of Services Available to Homeless School Children

Large Urban School District

OVERVIEW

The School District of Philadelphia has a population of 194,698 students in seven subdistricts. It is located in Philadelphia, Pennsylvania, a large urban city of approximately 1,688,210 people. The city is known for its many subdivisions of neighborhoods, often reflecting the ethnic and racial backgrounds of the individuals living in them. The city is actively involved in the problems associated with homelessness.

In November, 1988, Philadelphia sponsored its first major conference on issues affecting the homeless. It has many community agencies and organizations, both public and private, which offer a multitiude of services to homeless individuals. The Office of Services to Homeless and Adults provides emergency shelter. The Department of Human Services provides an array of social, financial and health services. Under the United Way of Southeastern Pennsylvania's Homeless Families Initiative, the Philadelphia Health Management Corporation works with homeless families with dependent children. Their goal is to assist these families toward independence through the provision of supportive services and intensive case management. Philadelphia Citizens for Children and Youth (PCCY) is an active advocacy group involved in homelessness in the city. PCCY helped families relocate to another shelter when the only city operated shelter closed last year. It has published two (2) books focusing on the lives of families in shelters. It co-sponsors follow-up luncheon meetings to the 1988 City Conference, sponsors preschool reading programs in shelters, and this year, will work with the Philadelphia Federation of Teachers to develop summer tutorial programs in specific shelters with volunteer teachers.

The School District of Philadelphia works cooperatively with these and other organizations through such activities as co-sponsoring programs, referrals to community agencies by School District personnel, and Task Force participation.

The Task Force on Homeless Students

The Task Force on Homeless Students (see Appendix A, Membership) preceded the Homeless Student Project, providing the groundwork for some of its activities.

In the first few months following its inception, the Task Force reviewed specific School District policy statements related to placement and continuity for homeless students and addressed related issues. These measures were in accord with the educational barriers identified in the Pennsylvania State Plan on Homeless Children and Youth, as listed here:

Barrier One - Residency and Guardianship Requirements

Policy: A pupil whose parent is not a legal resident of Philadelphia may not be admitted to a Philadelphia public school without authorization from the Division of Subsidies.

Adjustment: Homeless students are admitted to school and the school is requested to initiate the appropriate authorization procedure.

Barrier Two - Lack of Coordination

The School District of Philadelphia supports interagency activity around the issue of homeless students. The School District, Philadelphia Citizens for Children and Youth and the Office of Services for Homeless and Adults have established a forum for the continuous presentation of ideas, concerns, and working models from various local service agencies. The School District continues to work towards strengthening these efforts to provide the most satisfactory services and eliminate the duplication of services.

Barrier Three - Lack of Educational Program Continuity

Irregular school attendance is a common occurrence for some homeless students. The School District is striving to decrease breaks in school attendance caused by family moves. Students are permitted to enroll in the new school immediately after arrival to a new location. School District staff carefully monitors the attendance of children residing in shelter. The School and Community Coordinator, attendance worker, and project coordinator are involved in this effort.

Barrier Four - Lack of Transportation

The School District, whenever possible, will help a student to remain in the current school when the family moves to a another shelter. Transportation is made available when there is an established bus route (kindergarten students excluded). Tokens are issued, on a week to week basis, if a bus route is not available and if the child's age and capabilites permit.

Barrier Five - Lack of Records

Policy: Immunization - The Certificate of Immunization is the official record of immunization. When students are transferring to other Philadelphia public schools, the certificate is given to the parent or other responsible person to take to the receiving school. The receiving school will not admit the students without the certificate.

Adjustment: The receiving school can admit the student without the immunization certificate. The sending school is urged to forward the immunization certificate immediately, along with the student's pocket. (Parents are instructed to get the immunization record from the current school whenever possible or to take to the school any immunization documents still in their possession or to give a verbal account of the immunizations if known.)

When there is no previous history of immunization, the parent can take the child to the nearest Health Center without an appointment.

Policy: Transfers: Regular Education Students Upon transferring from one school to another, transferees are given an EH 25 transfer form, which includes their reading and math levels. The form is given to the parent/student to take to the new school. Records are then forwarded to the new school.

Adjustment: Students are admitted without the EH 25. The sending school is notified of the transfer and the need to forward the records immediately. Parents are encouraged to get the EH 25 whenever possible.

Policy: Transfers: Special Education Students - The School District policy regarding "Lack of Advance Notice of Change in Residence": the receiving school is to contact the sending school to confirm:

a. former address
b. exceptionality, placement, program and age of student

c. new address.

Receiving and sending district superintendents are to be notified promptly of the change of residence and need for a new assignment. Determination of an appropriate school assignment is to be made by the receiving district superintendent within two school days.

Adjustment: Special Education students are accepted to the receiving school if the required classes are available, with the receiving school following the policy of confirmation and notification of offices. Within two days, the district office will determine whether the student remains at the school or transfers to another location. If the classes are not available, the student may remain in the school if he/she can be accommodated without detriment to his/her or other students' progress or safety until the appropriate placement is made. Encourage parents to take all related papers to facilitate enrollment.

Barrier Six - Lack of Public Awareness

The School District has begun to provide Staff Development sessions to its personnel to increase their awareness of the existence and plight of homeless student.

Newspaper article(s) have been published by the Philadelphia Inquirer and Daily News highlighting homeless students in shelters. (see Appendix K)

Other issues and activities addressed by the Task Force:[3]

1. The need to establish a mechanism for identifying and monitoring student movement: In conjunction with OSHA staff, a form was developed as an initial attempt to monitor movement (School Enrollment Survey Form, (Appendix B).

2. Closing of the Stenton Center (the former central intake location for all homeless families): The School District provided the Center with procedures for transferring students; Dr. Samuel Beard, former

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[3] Source: Testimony on the Status of Homeless Children in the School District of Philadelphia. Hearings before the Pennsylvania Department of Education, Office of Education for Homeless Children and Youth. Presented by Dr. P. Karen Hill, Special Assistant to the Superintendent, The School District of Philadelphia, February 14, 1989, pg. 2-5

Executive Assistant from the Office of School Operations, made tokens available to homeless students who wanted to remain in their current high school when the families moved to another center.

3. The need to establish a School District liaison person whom School District personnel and individuals from outside agencies and shelters could contact for information: The persons designated for each of the subdistricts were the Counseling Supervisors. Their names were provided to the Department of Human Services and the Stenton Center.

4. The School Community Coordinators and Home and School Visitors began visiting shelters in their districts to monitor attendance, academic problems, behavior and health problems. The School Community Coordinators provided the following additional services to families in shelters:
    --Parenting workshops
    --Special assistance in registering students for summer school who had been living at the Stenton Center
    --Assistance to families who moved from Stenton to Morris Perkins Center
    --Provided information on tutorial and after school programs in the neighborhoods.

These were some of the strategies that were already in place to reduce the barriers that may have confronted homeless students when attempting to enroll in school and to provide parental support, when the Homeless Student Project was initiated.

IMPLEMENTATION OF THE HOMELESS STUDENT PROJECT

OBJECTIVE 1:

To assign a staff person to the Office of Services to Homeless and Adults (OSHA) for the purpose of examining most successful approaches for coordination of services between the Philadelphia office of Services to Homeless and Adults (OSHA) and the School District.

OSHA

The Homeless Student Project began in March, 1989 with the assignment of the coordinator to the OSHA building. OSHA provides emergency and ongoing shelter service to single men, women and families. On a daily basis, Monday through Friday, there may be as many as 175 to 250 individuals moving through OSHA between 8:30 a.m. and 5:00 p.m., who are processed in numerical order. When families are not placed in a shelter by the end of the day, they remain overnight at Eliza Shirley Shelter at 1340 Arch Street, around the corner from OSHA. Families also enter Eliza Shirley on the weekends when OSHA is closed. Some of these families return to OSHA for placement and some are placed directly from Eliza Shirley into a more "permanent" shelter. On occasion, if this "temporary shelter" is filled, families may go to Morris Perkins Center, a shelter in North Philadelphia for overnight stay(s) and then return to OSHA for placement.

Whether it is a family seeking an initial placement or one that was processed previously and who desires additional services, children are usually with the parents. Therefore, these initial and return visits will mean that a day(s) is lost from school. Parents state that they must bring their children with them because they do not know how long they will be at OSHA and the child(ren) may return to the shelter from school prior to their arrival. A general rule of most shelters requires parents to accompany their children at all times inside the building.

During the first few days, the registration and intake process were observed to: (1) gain an understanding of the client flow (see Chart #1), and (2) to determine how and where the project's task would be performed. The OSHA staff was extremely helpful during this orientation phase and throughout the project.

After the third day, parent interviews were initiated. These interviews provided information about school-related needs and insight regarding contact with parents. There were five possible points for interaction:

Point 1: Before Registration

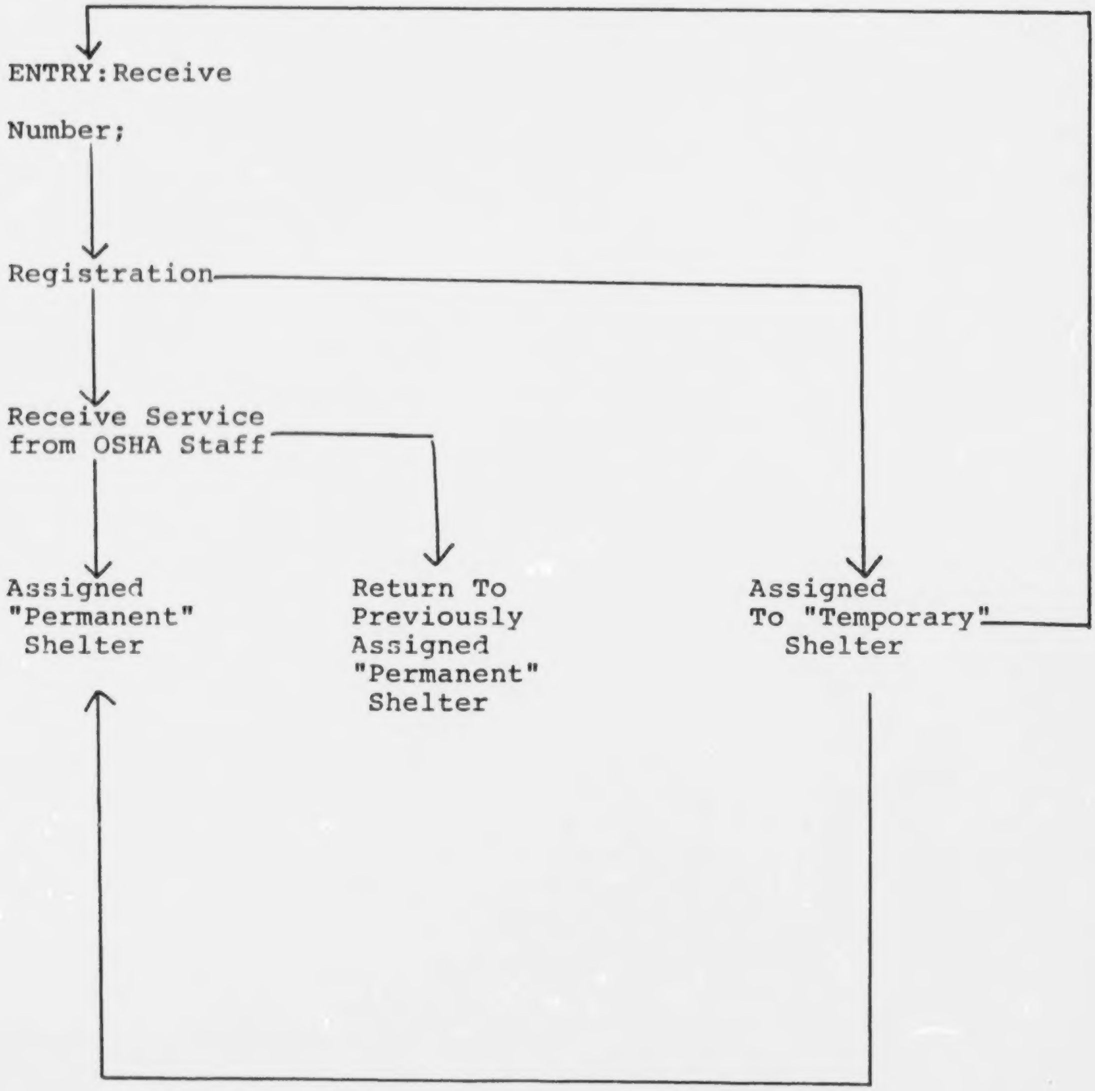
Point 2: After Registration

Point 3: During Interviews with the OSHA staff

Point 4: After Interviews

Point 5: Clients are at Eliza Shirley for overnight stay waiting for "permanent" placement.

CHART I: Sample Flow of Families Through OSHA


ENTRY: Receive
Number;
Registration
Receive Service from OSHA Staff
Assigned "Permanent" Shelter
Return To Previously Assigned "Permanent" Shelter
Assigned To "Temporary" Shelter

Point 1: Parents are seated in the intake room, waiting to register. If they are new to OSHA or returning due to an "eviction", they are understandably concerned about the placement, children's dietary needs, and depending on the circumstances, loss of clothing and other items. They have no information about their next location at this time. Interviews, if parents are amenable, consist of talking about some of the school related needs and making parents aware of our efforts.

Point 2: Parents have registerd and are waiting to be seen by the OSHA staff. The same interview conditions exist here if the parent is waiting for placement. More time must be spent at these two points establishing rapport with the parents.

Point 3: Parents are in the interview room receiving a service from the OSHA staff member. At this time, the OSHA staff completes the School Enrollment Survey Form. The interaction with parents has occurred by:

A. OSHA staff members requesting the coordinator to be present during their interviewing process to obtain and/or give school related information

B. Interviewing parents while the OSHA staff members follow-up in some way on the service being provided

Parents will know their location and the exchange on school related information flows fairly easily.

Point 4: Interaction with OSHA staff is completed; parents know their location. If they have not waited too long, the interviews go smoothly. If the parent has been at OSHA for several hours, they express their tiredness or the need to "hurry" to take care of some business. The children may be climbing on and off chairs, running around the room, and trying to open desk drawers. When these conditions exist, it may not be the most appropriate time to see parents and the quality of the exchange may be diluted.

Point 5: This point is used when an initial contact has been made, families have not been placed before the end of the day and are sent to Eliza Shirley for an overnight stay. Follow-up has been done the next day to determine the location of the "permanent" shelter and to interview the parents.

All points have varying degrees of advantages and disadvantages for obtaining school information and giving assistance. Points 3 and 4 have proven to be most effective because the shelter is known, which provides information about the neighborhood school and a decision can be made about the current school considering transportation, grade level etc. Records can often be transferred, if necessary, before the parent leaves OSHA.

If the parents are already in a shelter, the following may take place at Points 1, 2, 3, and 4, after making parents aware of our concern and efforts:

A. Obtain the names of the school-age children

B. Check the shelter lists for documentation

C. Place the names on the list as necessary and flag the students' computer files with the appropriate shelter codes (discussed in the next section)

D. Discuss students' performances in school, parents' concerns and make referrals to appropriate school personnel

Two parents will be remembered for expressing their feelings so vividly and indicating that school may be low on the list of priorities, especially, at Points 1 and 2. What they said:

Parent #1 - "I don't want to talk to you now. I need a place to stay. I don't know where I will be staying tonight, and I don't know when my kids will eat again." (This parent was eight months pregnant and had three children with her.)

Parent #2 - "Look lady, I am down here to take care of business, I need a place to stay; Don't bother me now!"

Parent # 1 was assigned to a shelter the following week (after a two-day stay in the "temporary shelter") where follow-up interviews were being conducted. She initiated contact and talked about the plans for the school-age child. It appeared that some of her basic needs had been met, and she could move to another level of exchange.

Every effort is made to continuously educate parents about the School District's supportive role. While recognition and understanding are part of the process, parents need to know that the aim is to keep education and school in the forefront.

Coordination of the Services between OSHA and the School District

Communication between the School District of Philadelphia and OSHA staff has gained momentum with the on-site presence of the coordinator and the support of OSHA supervisors. The staff cooperates by making referrals and encouraging parents to get information before leaving the office. The coordination of our efforts at OSHA will require more planning and evaluation regarding where and when parents will be seen, the continued use of the School Enrollment Survey Form by the OSHA staff, possible seating arrangements which indicate what services parents are seeking and periodic inclusion of the coordinator in staff meeting in order to receive usable information and feedback.

Assignment to OSHA was followed by a need to have an understanding of the shelters and a working relationship with their owners/managers.

Survey of Parents to Determine Satisfaction with School Placement Procedure

Parents receive information from several sources on the continuum from entry into OSHA to a shelter. The purpose of this survey was to determine from whom information was received, type of information and parents' satisfaction.

The surveys were conducted in the shelters, and parents were selected according to availability and willingness to participate. Personal identifying information was not requested and obtained only when the survey generated a need for a service and follow-up.

Thirty-one (31) parents were surveyed regarding school related services (Appendix C, Parent Questionnaire I)

Results:
Part I School related matters were discussed with:

1. Shelter staff - 34%
   School District's Coordinator - 29%
   OSHA Staff - 15%
   Current School Staff - 10%
   Others - 10%

Some parents had discussions with more than one person listed on the survey.

2. The Major Concerns Were:

First: School placement - transferring to another school or staying in the current school.
Second: Tokens/transportation problems

Third: Child's behavior

Fourth: Having records sent to the new school

The Shelters

Familiy shelters in Philadelphia may be church annexes, converted houses, previous nursing homes, "hotels," privately operated with a contract with the city to house families. They must adhere to some licensing policies. In addition, all shelters have their own rules/regulations. City and/or shelter violations often result in dismissals ("evictions"), and a return to OSHA for another placement.

When the project began, the Task Force had generated a list of shelters from OSHA. All of the shelters on the list were contacted, the School District's efforts and the project's purposes were explained. It was determined whether the shelter still had school-age children and if the contact person was the same. The original list had forty-one (41) shelters; seven indicated they no longer housed children and were deleted from the list, reducing the number to thirty-four (34). About two months later, another residence with school-age children was identified bringing the total to thirty-five (35).

These thirty-five shelters are located in the areas of fifty-two (52) feeder schools.

All shelters were given codes in preparation for computerizing the shelter/student data (Table 2, Family Shelter Residences with Codes):

Family Shelter Residence = FSR

The location of the shelter by district =

District 1 = A
District 2 = B
District 4 = C
District 5 = D
District 6 = E
District 7 = F

Because the designated line of the Student Maintenance File for entering the code could only accept letters, each shelter was also given a letter code, A, B, C, D, etc.

Examples:

FSRAA = C and E Boarding Home in District 1
FSRDA = Fairmount Manor in District 5

TABLE 1 - Family Shelter Residences With Codes

District 1

C & E Boarding Home - FSRAA
Darlene Morris - FSRAB
Lillian Morris - FSRAC
Pentecostal Bridegroom - FSRAD
People's Emergency Shelter - FSRAE
Walnut Home - FSRAF
Women Against Abuse - FSRAG

District 2

ACTS - FSRBC
Food for Life - FSRBE
Mercy Hospice - FSRBF
FSRDC
Parker-Spruce Hotel - FSRBG
Reform 7 Day 2 - FSRBA
Elizabeth Shaird - FSRBB
Eliza Shirley - FSRBD
Trevor's Place - FSRBH
YWCA Mid-City - FSRBI
Genesis II - FSRBJ

District 4

Children of the Light Mission - FSRCA
Combs - FSRCB
D C Residence - FSRCC
Jefferson House - FSRCD
Mary Jane Hotel - FSRCE
Morris Perkins - FSRCF

District 5

Fairmount Manor - FSRDA
Project Rainbow - FSRDB
Red Shield Residence -

District 6

Colonial Inn - FSREA
Community Personal Care - FSREB
Conlyn House - FSREG
Edgewood - FSREC
Reform 7 Day 1 - FSRED
Building Better Families Foundation - FSREE
Westmont - FSREF

District 7

Oaklane Home - FSRFA
Reform 7 Day 3 - FSRFB

OBJECTIVE 2: To develop an identification/tracking system which can be incorporated into the Comprehensive Computerized Tracking System

When the project commenced on March, 1989, the Task Force had already initiated three methods of obtaining data on students: the School Enrollment Survey Form (Appendix B) completed by intake workers at OSHA, an Interview Form (Appendix D) to be used by the project coordinator and Attendance Service had collected lists of students in shelters in February. The School Enrollment Survey Forms had been collected by a Supervisor at OSHA on an ongoing basis. The interview form was modified slightly after several parents had been surveyed and observations made of the client flow. These three sources of data were used to compile "master list" of students by shelter. Because there were obvious duplications, all lists had to be reviewed carefully to avoid repetition of names. These lists were completed toward the end of March and copies distributed to the shelters with a letter requesting updates. Approximately one-half of the shelters returned them by the designated date. The next step involved calling and visiting the shelters to get the remainder. By the third week in April, all of the data had been received. Once the names of the students were known, identification numbers were obtained. With these steps completed, the Student Maintenance File for each student living in a shelter was flagged with the shelter code.

In the interim, several exploration sessions were held with the Office of Research and Computer Network:

1. The existing computerized tracking system would be used to identify/track students in shelters; the file to be used would be The Student Maintenance File, "line 21: other Parent/Guardian".

2. When a student left the shelter an "x" would follow the shelter code, permitting movement to be tracked from shelter to shelter, and from shelter to a private residence as noted on the file in the designated place for the student's current address.

3. Only certain descriptive data could be gathered at this time . For example, all of the District 5 schools are currently on "line" with Computer Network and information on the absences of students in these schools was available. Three districts will be completely on "line" by the end of June and the remaining by September.

4. The development of a separate computer file for the Project within the next month will permit the filing of additional information on a single frame, such as dates that a student enters and leaves a shelter, suspensions, and citywide test results. The result will be more comprehensive profiles of the students

5. Three types of computer print-outs will be generated:

    A. List of students by shelter with the school codes.
    B. List of students by school with the names of the shelters.
    C. List of students showing current and former shelters.

As indicated earlier, the families in shelters are a transient population and may move at any time for a variety of reasons. This turnover necessitated a shorter frequency of updating than used during the initial phase of identifying students. A Daily Census Form (Appendix E) was developed and the shelters were asked to maintain daily records of admissions and discharges and to forward these forms each Monday. A target date to begin the record keeping was designated. The forms had been mailed with an explanation letter and stamped self-addressed envelopes to facilitate their return for the remainder of the school year. Results: Five shelters returned the forms by the target date, showing a total of thirty-six admissions and twenty-three dismissals. The form also asks for the students new locations. There were twenty "unknown" responses. In four instances, the receiving school was listed in the location column by a shelter that maintains the confidentiality of students' addresses. For one student, a private home address was listed and for another, an out-of-town shelter was listed.

The limited number of returns raised two questions: Did the other shelters have admissions and discharges for this first week of the procedure? Should a means for a negative response be built into the procedure? That is, should a shelter send back a reply stating "none" if this is the case? One residence manager took the initiative to write a letter addressing these questions (see Appendix F). The use of the Daily Census Form will continue with communication to the shelters reemphasizing the importance of forwarding the forms in order for movement to be closely monitored and unreturned forms will indicate that there was no movement for the week.

To further monitor movement, attendance, and other needs, the following groups will be sent printouts on a regular basis: the current school/Home and School Community Coordinators/District Counseling Supervisors/Home and School Visitors.

DEMOGRAPHICS

The number of documented students identified initially by the procedure described was 831. It has been established that families living in shelters are a mobile population. There are currently 477 students tracked by the computer, known to live in shelters. Therefore, it appears that 354 students who were assigned to shelters have subsequently left since the initial identification and updates. According to data submitted to the OSHA Shelter/Boarding Home Utlilization and Capacity Report, dated June 13, 1989, there are currently 1,278 children in shelters. Therefore, subtracting the 477 school-age children, there are approximately 801 pre-school children in shelters. According to Mr. David Kauffman, Supervisor of the OSHA Shelter/Home Monitoring Unit, shelter populations in Philadelphia seem to be stablizing. In the past six months, the range has been from 4200-4500 for the entire population (men, women and children).

Some Characteristics of the Students Who Are or Have Been in Shelters Since Documentation Began

A. TYPE OF SCHOOL ATTENDING:

Type of School	Number of Students
High School:	46
Junior/Middle School:	107
Elementary School:	579
AVTS	1

B. BY RACE:

Black	745
White	50
Hispanic	30
American Indian	2
Asian	0

C. BY SEX:

Males	411
Females	415

D. Absences of Shelter Students in one Selected sub-district according to Intervals of Absences

1. Total number of students - one hundred and thirty-six (136)
2. Average number of absences since September, 1988 - 30
3. Range of absences - 1 to 152

Number of Absences	Number of Students
1 - 9	28
10 - 19	29
20 - 29	30
30 - 39	10
40 - 49	12
50 - 59	7
60 - 69	5
70 - 79	6
80 - 89	2
90 - 99	2
100 - and over	5

The highest proportion of absences fall within the first three intervals.

To gain another look at students in shelters, a small sample (N=22) of families were surveyed, with a total of forty-eight children. (Appendix G - Parent Questionnaire II)

Profile of the Forty-Eight (48) Children Reported on in Parent Questionnaire II

1. Average number of school-age children per family - 2.27 (range 1 to 4)

2. Average number of times family had moved - 2 (range of 1 to 4)

4. Average number of schools attended - 2.02 (range: 1 to 5)

5. Average number of reported absences - 24.22 (range 4 to 60); some of the parents emphasized that these were "guesses" and they were not sure.

The major reasons for the reported absences were:

1. Transferring and relocating

2. Children teased by other students; called "shelter kids;" didn't go to school when sent by parents

3. Lack of adequate or clean clothing

4. Illnesses: colds, "viruses," chickenpox

5. Problems getting up in the morning; oversleeping

OBJECTIVE 3: To provide training in collection of information to the staff of the Office of Services to Homeless and Adults needed to assign homeless children to appropriate grades and programs.

The OSHA staff had received previous instruction in collection of information and use of the School District Enrollment Survey Form. Two hundred and ninety-seven forms (297) were submitted at the beginning of the project and used in the original compilation of student master lists. A review of these forms found that:

1. Almost all contained the information requested.

2. Only about twenty-five did not contain the Present/Previous school and grade.

As part of the continuous evaluation of the coordinated efforts between OSHA and the School District, the use of the form will be considered. OSHA staff completes it in addition to the official record required on all clients. Since the project began, the form has been filled in primarily on the days that the coordinator is not on site and placed in a designated area.

Staff Development:

Staff development sessions were held with OSHA staff, shelter owner/mangers, school nurses, and school district personnel along with members of community agencies to:

1. disseminate information on the project

2. establish a harmonious working relationship

3. relate specific School District policies and programs.

Materials distributed and discussed at some of the sessions included:

--Information on School District policy regarding safeguards to ensure continuity of education program of homeless children
--Breakfast Program School Directory
--Dates of Pupil Progress Reports
--Information on School Health Services
--Central Office Administrators and Pupil Personnel Service
--Information on School Community Coordinators
--Services for Exceptional Students
--Adult Education Activities
--Handbook for Parents - Systemwide Student Promotion Program
--Homework Hotline
--Guide for Parents
--Counseling Service

CONCLUSION/RECCOMMENDATIONS

Although the numbers of homeless school-age children/youth may vary on a daily, weekly and/or monthly basis; they are present in our schools and their presence is affecting the school communities. There are problems created by homelessness that may make participation in the educational system impossible for some and unbearable for others. To help foster a positive outlook on school by students and their parents requires understanding, determination of existing and new resources in the schools, shelters, and in the parents and students themselves. It requires a continuous, coordinated relationship among all agencies providing services that contribute to the physical and mental well-being of these students and their parents.

Recommendations:

1. Maintain the project so long as the current level of students remains in the shelters.
2. Beginning in September, provide extensive staff development sessions to key school personnel in schools servicing the shelters.
3. Continue staff development sessions/meetings with OSHA to refine existing school-related procedures and to provide a way for receiving feedback.
4. Intensive follow-up (individual/group) with managers to maintain their role with the tracking system.
5. Determine the status of shelters that may close, the services needed to provide parents with information about school placements in September, and methods of obtaining new location information.
6. Provide assistance to develop structured homework and study times.
7. Provide a forum where more managers can share and explore ideas that make a positive difference.
8. Continue fostering inter-agency communication through the Brown Bag Luncheon concept as established by the Philadelphia Citizens for Children and Youth, OSHA and the School District of Philadelphia.
9. Plan workshops with all of the agencies currently servicing parents and children to explore strategies for comprehensive services and to determine the kinds of services provided, those that are needed

and those that are being duplicated (when duplication is not beneficial).

10. Parents and Students:

    A. Provide workshops for parents which encourage the recognition of their skills and resources.

    B. Provide hygiene workshops for students/parents to help them gain maximum benefit from their facilities and resources.

    C. Try to help parents determine ways to have a consistent supply of clean clothes.

    D. Provide families, as needed, with sets of combs and brushes.

    E. Provide funds for educational materials/supplies for students: school bags, composition books and pencils.

    F. Begin to collect consistent data on preschool children and determine ways of adding their names to the data base.

    G. Identify all of the high school students, determine appropriate means of monitoring their movement and needs through high school to ensure graduation.

    H. Since the majority of the school-age students are in elementary school, when children are the least independent and resourceful, explore a program of Adopt-A-family to help parents utilize their own resources and to provide support during this crucial developmental period.

    I. Extend the screenings and assessments provided by Philadelphia Health Management Corporation to all shelters if possible.

11. Explore the concept of team meetings among the feeder pattern schools servicing shelters.

12. Further research for a designated period of time to gain more information about attendance, achievement and emotional satisfaction. Consider a model program of a number of volunteer shelter students attending a school structured for students who live in shelters.

MODEL PLAN OUTLINE FOR A LARGE URBAN SCHOOL DISTRICT

Coordination of services for homeless students in a large urban School District requires a cooperative child-focused approach. Parents are often entangled in a survival struggle. Community agencies may be coming into or going out of existence. Funds needed may or may not be available. Agencies may be providing the same services and some services required may go unattended. Agency policies may not coincide with what parents are told is available. The children and their needs could easily be pushed into the background. Their physical, mental, social and emotional well-being should remain paramount.

Components

A. Form Task Force on Homeless Children

1. Primary Purpose: To ensure educational continuity for all homeless students

2. Functions:

   Serve as an ongoing resource body to the Program Coordinator

   Be knowledgeable of policies, regulations impacting on the program

   Assist with the determination of the location and number of homeless students

   Plan and implement staff development programs with the program coordinator

   Serve as a liaison between the School District and Community Agencies

3. Suggested Membership Composition

   School District Personnel
   Central Administration
   Counseling and Guidance
   Attendance Division
   Office of Research and Evaluation
   Computer Network (Office of Information Management)

   Early Child Education
   Special Education
   Health Services
   Transportation
   School Staff From Shelter Areas

Other Members

Central Processing Agency for Homeless Families
Advocacy Group(s)
Department of Human Services
Shelter Owners/Managers
Health Agencies

Membership may be constant or on a rotating basis

B. Designate Program Coordinator(s)

1. Primary purpose: To serve as a Liaison Between the School District, the Central Processing Unit and the Shelters

2. Functions:

   a. Identification of students

   b. With office of Information Management - develop a computerized tracking system.

   c. Provide school placement and related services to parents and resource person at the Central Processing Agency.

   d. Provide staff development programs for dissemination of information with the Task Force.

   e. Collaborate with shelter managers on reports to update the tracking system.

C. Develop Guidelines, Procedures, Timelines for Evaluation of Program.

D. Identify the Central Processing Agency for Homeless Families with Children

E. Identify Shelter Providers
Source of Information - The Central Processing Unit

F. Determine the Number and Names of Homeless School-age Children/Youth from:

Shelter Providers
Shelter and Boarding Home Monitoring Division
Central Processing Unit Intake Workers

G. Survey Shelter Providers, Parents, Students to Determine Major Concerns:

- Attempts at Problem-Solving
- What Worked; Did Not Work

H. Identify Contact Persons in the Office of Research and Evaluation and Management Information Service

I. Develop a Computerized Tracking System:

1. Document students in shelters
2. Obtain identification numbers
3. Determine the file to be used and student data desired
4. Assign a code to each shelter and a code signal to indicate an exit from a shelter
5. Add the code to the student's file
6. Update the file as information is received on admissions and dismissals

J. Staff Development For School Personnel To:

- Enhance child advocacy behaviors
- Understand effects of homelessness on the accomplishment of development tasks
- Explore beliefs/feelings about homelessness and how they might impact on interactions with students and their parents

K. Organize School Teams Around Feeder Patterns Servicing Shelter

Composition:

- Shelter Manager/Educational Liaison
- Elementary School Staff
- Middle School/Junior High School Staff
- Senior High School Staff

Format: Review of individual students attending the School; Shelter/Staff Concerns and Exchange of Ideas

L. Inter-Agency Forum

- Identify Central Agencies to Serve as a Coordinating Body

- Identify Key Agencies Providing Services to Parents/Students

Determine:
- Types of Services
- When Provided (Daily, Weekly, Monthly)
- Who Provides
- How Often
- What Works, Does not Work

Establish procedure for regular feedback on services and results.

M. Shelter Forum

Provide forum for shelter providers to exchange ideas, models, information

N. Strategies For Sensitization

Public Awareness and Recognition of the Issues involved with Providing Continuity of Education

- Health
- Clothing
- Dietary
- Supplies/Materials
- Hygiene

For the Purpose of:

- Creating Understanding
- Soliciting Support
- Avoiding Stereotyping

Parent Motivation Programs To:

Strengthen Parents' Awareness of Own Skills and Resources

Support Parents in Keeping the Education of Children in the Forefront

APPENDIX A

HOMELESS CHILDREN TASK FORCE

Membership List

Dr. P. Karen Hill
Special Assistant to the Superintendent
Administration Building, Room 218 (03)

Mrs. Bessie Session
Acting Director of Pupil Personnel and Counseling
Administration Building, Room 510 (03)

Mrs. Frances Connolly, Assistant Director
School Community Coordinating Services
Administration Building, Room 705 (03)

Mrs. Esther Grossman, Supervisor
Pupil Personnel Services
District 6 Office
Merrick Road and Creswell (29)

Mr. Darrell Jackson
Department of Special Education
Stevens Administrative Center
13th and Spring Garden Streets (23)

Dr. Rosa Lewis
Philadelphia Health Management Corporation
260 South Broad Street, 20th Floor (02)

Mrs. Madeline Noell
Administrator, Management and Support Services
OSHA
121 North Board Street (07)

Mr. Arthur Wells
Pupil Personnel Services
J.F. Kennedy Center
734 Schuylkill Avenue, Room 304 (46)

Mrs. Shelly Yanoff
Philadelphia Citizens for Children and Youth
7 Benjamin Franklin Parkway (03)

Mrs. Rosalind Purnell
Philadelphia Citizens for Children and Youth
7 Benjamin Franklin Parkway (03)

Ms. Susan M. Lieberman
Department of Public Health
Community Health Services
500 S. Broad Street (46)

Mr. Herbert Hazan
Director
Health Services
Administration Building, Room 115 (03)

APPENDIX B

School District of Philadelphia
Parent Questionnaire I

Date ________________ Shelter ________________________________

Please either write a brief answer or check the appropriate answer for each question below.

PART I

1. Have you discussed school related matters such as your child's school placement with any of the following:

the School District Coordinator? ______ yes ______ no

the shelter's intake worker? ______ yes ______ no

the intake worker at Adult Services? ______ yes ______ no

staff at your child's current school? ______ yes ______ no

others? (Please specify below.) ______ yes ______ no

____

____

2. If you have, which of the following concerns have you discussed?

_____ tokens/transportation problems

_____ immunization records

_____ transferring to another school or staying at the current school

_____ having child's records sent to the new school

_____ having the child placed in the appropriate educational program (Special Ed, ESOL, etc.)

_____ child's behavior

_____ other (Please identify briefly below.)

____

____

Please circle the appropriate response or write a brief answer to the questions below.

Part II

1. How satisfied are you with the help you have received concerning your child's school placement or other school related matters?

   VERY   SOMEWHAT   NOT AT ALL

2. Were your questions and concerns about school related matters satisfactorily answered?

   YES   SOMEWHAT   NOT AT ALL

3. Was the information you were given helpful?

   VERY   SOMEWHAT   NOT AT ALL

4. How well do you feel you understand the School District's placement procedures?

   VERY WELL   SOMEWHAT   NOT AT ALL

5. Please share with us any ideas or concerns you might have regarding your child's school placement or school related matters.

APPENDIX C
THE SCHOOL DISTRICT OF PHILADELPHIA
Family Shelter Residences
Daily School-Age Census Form

Name of Shelter____________________ Date ____________________

ADMISSIONS

Admission Date	Parent/Guardian Full Name	Student's Full Name	D.O.B.	Previous School	Current School	Grade

DISCHARGES

Discharge Date	Parent/Guardian Full Name	Student's Full Name	D.O.B.	New Location

APPENDIX D

PHILADELPHIA SCHOOL DISTRICT NOTIFICATION FORM
PUPILS RESIDING IN SHELTERS

It is essential that any change in a child's residence and school enrollment be reported so that appropriate revisions can be made and relevant personnel notified. This information will help School District personnel monitor the movement of school age children living in housing and shelters provided by the Department of Human Services. Attached to the form is a Release of Information Form to be signed by the parent.

DATE: ______________________

CURRENT SHELTER: NAME ______________________

ADDRESS ______________________

TELEPHONE # ______________ ROOM # ______________

PARENT/GUARDIAN'S NAME: ______________________ MALE___ FEMALE___

S.S. # ______________

______________________ MALE___ FEMALE___

S.S. # ______________

EMPLOYER: ______________________
(NAME, ADDRESS, TELEPHONE #)

PREVIOUS ADDRESS: ______________________

EMERGENCY CONTACT: NAME ______________________

ADDRESS ______________________

TELEPHONE # ______________

ADULT SERVICE
CASEWORKER'S NAME ______________________ TELEPHONE # ______________

DEPARTMENT OF PUBLIC ASSISTANCE:
DISTRICT _____ CASEWORKER ______________________ TELEPHONE # ______________

CHILDREN

NAME S.S. #	D.O.B.	PREVIOUS SCHOOL	CURRENT SCHOOL	GRADE	EDUCATIONAL/ HEALTH NEEDS
S.S. #					
S.S. #					
S.S. #					
S.S. #					
S.S. #					

______________________ ______________________
INTERVIEWER TELEPHONE #

APPENDIX E
THE SCHOOL DISTRICT OF PHILADELPHIA

STUDENT ENROLLMENT ASSISTANCE

LETTER OF INTRODUCTION

To the Principal of ______________________________:
(Name of School)

This letter will introduce ______________________________
(Student's Name)

____
(Student's ID Number) (D.O.B.) (Grade)

who resides at ______________________, ________________.
(address) (Telephone #)

His/Her previous school was ______________________,

the last date attended was ______________________.

Parent's/Guardian's Name ______________________________

NOTE:

Evelyn Rogers

Arthur J. Wells, Jr.
Assistant Director
Attendance Service
Division of Pupil Personel
and Counseling

Evelyn Rogers
Project Coordinator, H.S.I.

ER/fsh

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Suburban
School Districts

About Bucks County.......

A suburban hub, Bucks County, Pennsylvania, lies approximately 30 miles north of Philadelphia and 60 miles southwest of New York City. With a population of 550,000+, the area is experiencing rapid growth because of its convenient geographical location.

Bucks County's historic charm has contributed to its national recognition among tourist bureaus. Residents enjoy a lifestyle of diverse opportunities in rural and suburban environments.

The County has thirteen school districts and an Intermediate Unit serving approximately 80,000 students.

Bucks County is the fastest-growing county in the State of Pennsylvania. In 1988 the county had its largest annual population increase in the last decade - 15,236 - bringing the estimated total to 556,336.

To the south of Bucks County is yet another startling fact from the City of Philadelphia. There are over 100,000 households which can not afford to spend more than $250 per month for rent and utilities combined. There are only 62,000 units available in that price range.[2] Bucks County is also experiencing this limited availability of affordable rental units.

With these types of economic pressures from both within and without, homelessness and the ever greater risk of becoming homeless are growing realities in Bucks County. **School-age children now make up the fastest growing segment of homeless people. In fact, a visual inspection of the homeless shelters currently operating in Bucks County shows that the great majority of the people being served are families with children, be it with one or two parents.**

Bucks County is in the top 10% of Pennsylvania counties in terms of highest homeless population. When one considers the full range of individuals which falls under the homeless definition, the numbers in Bucks County are in the hundreds. And those on the edge of homelessness living at risk comprise another alarming statistic of great proportion.

BUCKS COUNTY
HOMELESS STUDENT INITIATIVE

Model For Coordination Between Schools and Shelters

The main efforts behind this six month homeless student research project have been to analyze the existing system of coordination between school districts and key community agencies serving homeless families with children. Actions from this analysis have resulted in the following:

(1) Identification of the **important points of contact** within the county as regards the education of homeless children in Bucks County schools.

(2) Statement of educational barriers and clarification of required **documents and acceptable alternatives** for school enrollment purposes.

(3) Development of more formal **methods for tracking homeless students** through the educational system.

(4) Creation of a **step-by-step Procedural Model** from the school admission stage to the transfer process.

IMPORTANT POINTS OF CONTACT

This Model involves recognized public and private shelter programs in Bucks County and their relationships with the thirteen school districts. Any school has the possibility of educating a child who is going through a homeless experience. In reality, though, there are just a few schools which are involved with the education of most of Bucks County's homeless school children. Following is a brief county overview by shelter of the schools involved.

The **American Red Cross** is in the process of establishing a permanent shelter site in the Bristol Township School District. When the shelter traveled around from church to church in the past, several schools were involved. Although no final assignments have been made it appears that three schools will be most involved— Harry S. Truman High School, Neil A. Armstrong Junior High School and Clara Barton Elementary School.

Emergency Outreach(EQPP) will be opening up a shelter in late 1989 should plans continue to be on schedule. This will be the county's first shelter in Upper Bucks. Serving a large geographical area and three school districts-Quakertown,Pennridge and Palisades-no specific school assignments have been.

Tabor Children's Services now operates an in-house educational program and, although the program works with the cooperation of the Central Bucks School District, no public school building is currently used. **Bucks-Montgomery Center** uses various schools, often the current school of the homeless child, due to the relatively short three week maximum visit. Several of these schools are in Montgomery County.

A Woman's Place has an ongoing relationship with a single Central Bucks Elementary School, which name is not printed because of issues surrounding domestic violence and the desire for privacy and confidentiality. The **Bucks County Housing Group** has established ties with three Elementary Schools. The Doylestown Shelter sends children to Doyle Elementary School, while the Penndel location works with both Albert Schweitzer and Herbert Hoover, depending on which units the families live in. These last three schools mentioned are involved with educating many of the county's homeless children. The key contact people there can be good sources of information about the handling of homeless matters in schools.

Doyle Elementary-Mr. Merton R. Keller, Principal-215-345-1331
Albert Schweitzer-Mr. Charles A. Weber, Principal-215-943-1110
Herbert Hoover-Mr. Richard Marotto, Principal-215-752-9300
Ms. Joan Chak, Assistant Principal

WHO SERVES ON THE BUCKS COUNTY HOMELESS STUDENT PLAN TASK FORCE ???

The members of the Task Force represent school districts, social service providers and shelters. Should there be any question within a school district about a homeless issue, the Task Force member from the appropriate district should be contacted. Other members can provide guidance regarding services available in the county for homeless school children.

Dr. Paul Goode
Assistant Executive Director
Special Education Services
Bucks County I.U. 22
705 Shady Retreat Road
Doylestown, PA 18901
215-348-2940

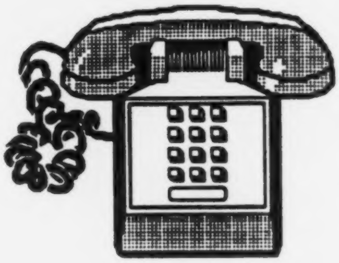
Dr. Rita Schmitt
Director of Pupil Services
Bensalem Township School District
3000 Donallen Drive
Bensalem, PA 19020
215-750-2832

Mr. Paul Eaken
Coordinator of Special Education
Bristol Borough School District
420 Buckley Street
Bristol, PA 19007
215-781-1044

Mr. Frank D. Greco
Assistant Superintendent for
Curriculum and Instruction
Bristol Township School District
800 Coates Avenue
Bristol, PA 19007
215-943-3200

Dr. Richard W. Reilly
Supervisor of Curriculum and
Instruction, Pupil Services
Bristol Township School District
800 Coates Ave.
Bristol, PA 19007
215-943-3200

Mrs. Betty K. Mellor
Social Worker
Centennial School District
433 Centennial Road
Warminster, PA 18974
215-441-6182



Dr. N. Robert Laws
Assistant Superintendent
Central Bucks School District
315 West State Street
Doylestown, PA 18901
215-345-1400

Mr. Charles A. Lange
Director of Special Services
Council Rock School District
Twining Ford Road
Richboro, PA 18954
215-355-9901

Mr. Cornelius Van Cain
Superintendent
Morrisville School District
West Palmer Street
Morrisville, PA 19067
215-736-2681

Mr. Howard Wilson
Director of Pupil Personnel Services
Neshaminy School District
2001 Old Lincoln Highway
Langhorne, PA 19047
215-752-6445

Dr. Irene Bender
Superintendent
New Hope/Solebury School District
180 W. Bridge Street
New Hope, PA 18938
215-862-2552

Dr. Carol D. Cucche
Assistant Superintendent
Palisades School District
RD 2, Box 15
Kintnersville, PA 18930
215-847-5131

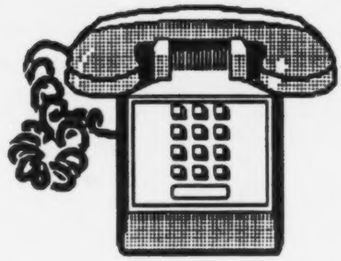
Dr. Patricia A. Guth
Administrative Assistant for
K-12 Curriculum
Pennridge School District
1506 N. Fifth Street
Perkasie, PA 18944-2295
215-257-5011

Mr. Sherwood D. Taylor, Jr.
Supervisor of Pupil Accounting
Pennsbury School District
Yardley Avenue
Fallsington, PA 19054
215-295-4131

Mr. James Newcomer
Director of Pupil Personnel Services
Quakertown Community
School District
600 Park Avenue
Quakertown, PA 18951
215-536-2300

Ms. Diane Kinney-Pierce
Children's Advocate
A Woman's Place
PO Box 299
Doylestown, PA 18901
215-348-9780

Ms. Jeanne B. Stoops
Director, Shelter Services
American Red Cross
138 North Bellevue Ave
Langhorne, PA 19047-2189
215-750-4350



Ms. Nancy Mapes
Assistant Director
Bucks-Montgomery Center for
Human Services
62 North York Road
Warminster, PA 18974
215-672-9529

Ms. Janet Skiba
Executive Director
Bucks County Dept of
Children & Youth
Bucks County Bank Center
Doylestown, PA 18901
215-348-6900

Ms. Nancy Hunziker
Executive Director
Bucks County Head Start, Inc.
4211 Wistar Rd.
Fairless Hills, PA 19030
215-943-1140

Mr. Santo Gairo
Executive Director
Bucks County Housing Group
140 E. Richardson Ave.
Langhorne, PA 19047
215-750-4310

Ms. Connie Bastek-Karasow
Social Services Director
Bucks County Housing Group
140 E. Richardson Avenue
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Ms. Doris Price
Executive Director
Child, Home and Community, Inc.
68 Peace Valley Rd.
Chalfont, PA 18914
215-822-3225

Ms. Hope Lihn
Director
Emergency Outreach (EQPP)
19 South 10th Street
Quakertown, PA 18951
215-536-5676

Ms. Eleanor W. Hunnemann
Executive Director
Opportunity Council
100 Doyle Street
Doylestown, PA 18901
215-345-8175

Thomas Rondeau
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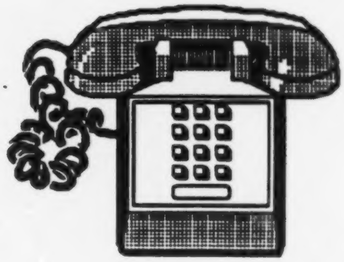
Tabor Children's Services, Inc.
601 New Britain Road
Doylestown, PA 18901
215-348-4071



Task Force Contact Person

Mr. Thomas M. Norlen
Educational Liaison
Homeless Student Initiative
Bucks County I.U. 22
705 Shady Retreat Road
Doylestown, PA 18901
215-348-2940

WHAT IS HINDERING THE CHILDREN FROM GETTING INTO SCHOOL ???

Before any of the personal problems can be addressed on the school level, the children must first get to school. The Pennsylvania Homeless Student Plan identifies several educational barriers for homeless students. One of the major objectives of this local initiative is to overcome those barriers in Bucks County.This will be accomplished by: **(1) communicating what the new federal law says, (2) describing model programs already in place, and (3) suggesting new procedures which will help locate homeless children, get them enrolled and placed efficiently so as to continue the process of educating and caring.**

The real spirit of providing support services and the ability to overcome any barrier is found in the quote printed at the beginning of this section. It is a willingness to be flexible whenever possible. When one considers the many students in Bucks County with different problems, homeless children need all the extra help they can get.

Homelessness is not something that people plan for. As one homeless person wrote, **"First of all...being homeless was something I thought could never happen to a young man like myself...Bottom line is it can happen to you!!"** In cases of abuse and eviction, the state of homelessness can happen so quickly that you can be on the streets with either one bag or whatever you were holding at the time. One certainly isn't thinking about school records, certificates or proof of anything. Just survival.

STOP

BARRIER

Residency and Guardianship Requirements

FEDERAL MANDATE: "In any state that has a residency requirement as a component of its compulsory school attendance laws, the state will review and undertake steps to revise such laws...to the extent practicable, under requirements relative to education established by state law, **the local educational agencies of each homeless child or youth shall either (A) continue the child's or youth's education in the school district of origin for the remainder of the school year or, (B) enroll the child or youth in the school district where the child or youth is actually living; whichever is in the child's best interest or the youth's best interest.** The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parent or has been temporarily placed elsewhere by the parents....Each state shall...provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth."

McKinney Act, Subtitle B, Sections 721-722

WHAT DO THE BECs SAY ABOUT PROOF OF BIRTH AND IMMUNIZATION ???

Although homeless children throughout America have been restricted in the past from attending certain schools because of their shelter living status, this should no longer be a barrier in Bucks County. BEC 16-88(Education of Homeless Children and Youth) clearly restates the federal law printed above.

When the usually routine admission procedures include a homeless child, knowledge of Basic Education Circulars (BECs) which affect "Acceptable Evidence of Pupil Age for Admission to School" and "School Immunization Regulation," and coordination with a homeless shelter, the routine can become much more challenging.

All School Superintendents thoughout Bucks County and other key school officials at every level are urged to be sure the BECs and federal mandates described herein are communicated to and understood by their respective school personnel. Following these procedures will help make a smoother school entry and exit.

SCHOOL IMMUNIZATION

1. Admission of Students Lacking Full Series of Immunizations

PA Department of Health Immunization Regulations (28 Pa. Code 23.84) permits school administrators to admit those students who have received at least one of each of the six antigens prescribed by 23.83(1)-(6) and to allow such students up to eight months to complete remaining doses while they attend school. BEC 28-87

PROOF OF BIRTH/AGE

Documentations of age required for admission may be satisfied by a:

1. Birth Certificate.
2. Baptismal certificate or transcript of the record of baptism - duly certified and showing the date of birth.
3. Notarized statement from the parent(s) indicating the birth date.
4. Duly attested transcript of the birth certificate. *
5. Duly certified transcript of birth which shall appear satisfactory to the local school - if none of the above mentioned proofs are obtainable. **

District level contact people who serve on a county-wide Homeless Task Force have expressed a willingness to get involved with making any phone calls necessary to obtain verbal authorization of immunization from hospitals, doctors, nurses, or previous schools. Written confirmation must follow, though.

*a parent swears before a school official that the date he/she writes down is the true birth date of the child. Both parent and school official sign the paper. (Source: U.S. Bureau of Vital Statistics)

** a copy of birth certificate with raised state seal takes approximately 6-8 weeks. Fee. (Source: U.S. Bureau of Vital Statistics)

WHEN IS TRANSPORTATION

SCHOOL
STOP

A BARRIER ???

As stated previously, the McKinney Act permits a homeless child to attend the original home school even though he or she is temporarily living in a shelter or elsewhere out of district. BEC 16-88 in Section 4.B states.

"In cases when the home district will continue to educate a homeless student for the period of temporary displacement, that district should maintain the homeless student on its roll as a resident student for reimbursement purposes. **Districts which transport homeless students from the shelter to the home school, within the ten mile limit, will receive reimbursement in the normal fashion."**

There are provisions for getting students back to home schools within reasonable limitations. **Current practices in Bucks County do not reveal that any homeless student is transported by public school bus back to an original home school, within or without the ten mile limit.**(exception: Special Education children in shelters will receive transportation to their classroom whether in or out of district.)

The key objective is to be able to maintain the homeless students in the home school through the use of various acceptable methods of transportation. Shelters in Bucks County are not currently staffed or budgeted to handle the transportation issue. Volunteers have been utilized on a limited basis, but the long term commitment necessary for every day assistance makes these efforts ineffective and inconsistent. Homeless parents with cars are the only families that can accomplish this goal of going back to the home school, but most families do not either have an automobile or can not use it for this purpose due to a variety of circumstance.

The positive effects on both child and school can be either decreased or enhanced, depending on whether or not the child stays in the home school or is uprooted. It should be noted, though, that staying in the original school does not necessarily mean that the homeless child will be without problems. It does mean one less change in the homeless child's life.

Any change in district transportation policies would obviously have to come from superintendent and board levels, and it is hoped that this challenge of maintaining children in the home schools, if in the student's best interest, will continue to be examined.

> **"It is safe to say that the shelter kids totally disrupted the academic program in any class in which they were placed. The constant change and unpredictability of these students created a myriad of problems."**
>
> **"We should try to reach an agreement among the school districts within Bucks County that will agree to keep students in their original school while they are temporarily living in a shelter in another district. This would eliminate much of the disruption to the student's life, and would provide a little stability in a difficult time."**
>
> Bucks County School Principal

HINTS TO HELP THE HOMELESS...........

Try to schedule school bus route in such a way so as not to stop bus directly in front of shelter. Stopping in front of the shelter allows other children either on the bus or waiting near it, to know which kids live in the shelter. There have been several episodes involving "Shelter kid" name calling, often with fighting.

HOW ARE HOMELESS CHILDREN COUNTED AND TRACKED ???

STOP

BARRIER
Coordination

FEDERAL MANDATE: "States should 1) establish procedures to make certain data are collected in a uniform manner, 2) provide a system to eliminate possible duplication of counts and 3) establish a means to verify information. This might include a secondary system that would follow up on a sample of children to determine accuracy."

Federal Guidelines for McKinney Act
Education of Children and Youth Provision

One of the objectives of the State Plan is to keep better track of homeless student's movement within the school system. There are several reasons why this is important. Some of these are as follows:

- Knowing which schools are the "contact" points for homeless children can help focus funding, resources and inservice training on these institutions.
- School Districts can utilize the data in planning and budget stages.
- More accurate numbers can be provided State and Local officials as to the real scope of the problem and can be used for allocation purposes.
- Consider the Pennsylvania Migrant Student Record Transfer System (Note: Migrant Children fall under the homeless definition.) On the average, students are shown to be 2-3 years behind in school and the national drop out rate for migrant children is 90%.
- **The vulnerability of children making several school moves per year is high. By tracking them on a county-wide basis, steps can be taken early on so as not to "lose" them to a variety of influences.**

HOMELESS STUDENT INITIATIVE
TRACKING REPORT

PROCEDURES

1. Homeless family enters recognized shelter facility.

2. Family goes through Intake Process with Shelter Caseworker.

3. Caseworker, working with the parent(s), completes two (2) forms:
    a. "School District Notification Form", and
    b. "Authorization for the Release of Information Form"

4. Caseworker, working with the parent(s), receives necessary information for the "Homeless Tracking Report"(for each child involved).

5. Caseworker sends the "School District Notification Form" to new school(s).

6. Caseworker places "Authorization for Release of Information Form" in family file at shelter.

7. Caseworker sends data for "Homeless Tracking Report" to:
    Bucks County Intermediate Unit No. 22
    705 Shady Retreat Road
    Doylestown, PA 18901
    ATT: Educational Liaison
    Homeless Student Initiative

8. Educational Liaison adds additional information as needed by contacting appropriate schools.

9. Data for "Homeless Tracking Report" is input on computer at Intermediate Unit by Homeless Initiative staff member.

10. All data from recognized shelters is compiled and printed for distribution to:
    a. School District Task Force Members
    b. Shelter Task Force Members
    c. On request for special purposes

11. Distribution of "Homeless Tracking Report" is on a bi-monthly basis with the ability to have a special run on request. Distribution and mailing will be performed from the Intermediate Unit.

12. Report summaries sorted by school district, shelter, school, etc. will be performed on a quarterly basis(except during the Summer).

13. Efforts will be made to track homeless school children not living in recognized shelters, if such information is available.

BUCKS COUNTY
SCHOOL DISTRICT NOTIFICATION FORM

It is essential that any change in a child's residence and school enrollment be reported, so that appropriate revisions can be made and relevant personnel notified. This information will help school district personnel better serve school aged children living in temporary shelters. Below is a Release of Information to be signed by the parent.

(This form is to be filled out by the Shelter Caseworker with the parent(s) of homeless student.)

Name and Address of Shelters: ______________________________

Intake Date: ________________

Child's Name: ___________________ Male:___ Female: ___

Birthdate: ______________

Grade Level: ______________

Previous School: ______________________________________

New School: ____

Name of Parent/Guardian: ______________________________

Previous Address: _____________________________________

Shelter Contact Person: ____________________________

Telephone Number: ____________

Special Considerations: _____________________________

Discharge Date: ____________

New Address: (if known) ____________________________

AUTHORIZATION FOR THE RELEASE OF INFORMATION

I hereby authorize ______________________ shelter to give to the ______________ School District, any information in regard to the health records, education records, case records of __________________________.

______________________________ ________

Signature of Parent or Nearest Relative Date

The Tracking Report described on the next page is a New Model Recommendation. The necessary rough data would be obtained during the intake process at each shelter facility as well as from school input.

Homeless
Tracking
Report

The Tracking Report would be mailed as updated to key school district agency and county personnel. Special information can be sorted by district and shelter. **The success of this report would come only with the full cooperation and input of school and shelter personnel.**

BUCKS COUNTY
HOMELESS SCHOOL CHILDREN
TRACKING REPORT

Report Date: 7/1/89

CHILD'S NAME:	John C.	Amy J.	David D.
Birthdate:	4/18/78	1/03/79	2/06/74
Sex:	M	F	M
Current School:	Hoover	Doyle	Bens H.S.
District:	Neshaminy	Cent. Bucks	Bensalem
Grade:	4	6	10
Last School:	Struble	Perkasie	unknown
Shelter Name:	Penndel	Doylestown	N/A
Shelter Entry Date:	5/1/89	4/20/89	N/A
Special Ed/ Classification:	No	Yes - L.D.	No
Previous Address:	Country Commons Apts./Bensalem	with relatives	Florida
Current Address: (if out of shelter):	N/A	N/A	Geo.Wash. Motor Lodge
Absence Record:	Excessive (10 per month)	Normal	N/A
Counseling/Tutoring in Process:	Limited Tutoring	No	No
Reading/ Math Levels:	R. - 2.8 M.- 3.0	in process	Unknown
Special Problems/ Health Concerns:	Behind in all subjects	L.D.	need shelter/ counseling

"PUBLIC SCHOOL ADMISSION/TRANSFER GUIDELINES"

STEP-BY-STEP PROCEDURAL "MODEL"

The following pages describe how the school, shelter and homeless family each plays a part in the important issues of school admission and transfer.

Many of the steps listed involve areas of courtesy and respect, such as calling ahead to make an appointment for a meeting. Although no one situation will be exactly the same or use all of the same actions, referring to these guidelines can -

- make for a smoother school entry and exit.
- help the homeless child get into the right school and classroom.
- improve school/shelter communications and relations.
- reduce the stress for the family and the child while making yet another change.
- help eliminate delays in enrollment process.
- equip educators and counselors to better respond to the student's needs.

STEP 1. The Shelter Caseworker Meets with Parent

A. Decide which school is in the best interest of student to attend and what is actually possible to do. The choice is to either stay in the current school or transfer to the school used by the shelter. Answer the following questions to help in the decision.

- a. What is the estimated length of stay at the shelter?(If short, it may be better not to transfer.)
- b. Is there any means of transportation back to the original school if it's now out of district?(This can quickly provide the solution in most cases should there not be any transportation.)
- c. How long would the ride to school be should there be any way of getting the child back there? (Any lengthy rides should be avoided.)
- d. In what geographical area might the family find housing?
- e. Is the child in a special education class that is not available in the shelter area school?
- f. Is the end of the school year approaching? Is a major school break coming up? It may be best to wait until the end of the school year if possible or the end of a school break before making any move to a new school.

B. Complete with the parent the "School District Notification Form."

C. Complete the Homeless Tracking Report.

STEP 2. The Shelter Caseworker Calls the Former School if a Transfer is to Occur

A. Call the former school office of departure date and initiate records transfer if parent has not already done so. (Handle confidentially for children in abuse situations.)

a. Shelter staff may wish to provide a ride to the former school to authorize/pick up records as needed. Hand carry, if possible, to help in the placement of the child at the next school.

STEP 3. Communicate with New School about Upcoming Enrollment

A. Shelter caseworker calls the new school and gives as many details as possible regarding the new homeless student coming into the school.

a. Send or have parent hand carry the "School District Notification Form"to the new school.

STEP 4. Shelter Caseworker Meets with Parent to Prepare Them for Admission Procedure at School

A. Review with the parent the document requirements and acceptable alternatives in a homeless situation. Ask the following question to get started:

a. Are any current health records in the parent's possession? If yes, review them for what is missing. If no, see if any records can be located.

Residency: Letter from shelter stating current residence status is acceptable.

Birth: Birth certificate, or any one of the following-
-baptismal certificate,
-notarized statement from parent of the birth date,
-duly attested transcript of birth certificate, or
-duly certified transcript of birth certificate.

Immunization: One dose of the six required antigens is acceptable for admission to the school. Verbal authorization from a doctor, hospital or other recognized health care facility is acceptable, with the written proof to follow.

b. Should there be any questions about the above-mentioned acceptable alternatives, please refer to the BECs in the Appendix of the Bucks County Homeless Student Model.

c. Assist the parent(s) in the filling out of the individual school registration forms in the shelter. (Each shelter should have a supply of the registration forms used by the schools they feed into.)

d. Schedule any shots that are needed with local clinic. (If a family is on the waiting list for the shelter, do a quick overview intake of child's needs so that shots, records, etc. can be being worked on while family is waiting to enter the shelter. This can speed up the process of getting the child in to school).

STEP 5. The Parent Calls the School and Makes an Appointment to Enroll the Child(Children).

A. The caseworker should follow up with parent to see if appointment has been made and if the parent needs assistance with the school meeting. Some of the following may be required-

a. Shelter arranges for child care of siblings during the admission meeting.

b. Caseworker calls the Educational Liaison at Intermediate Unit to expedite records if a Special Education Student is involved. (Child can not be placed in a Special Education Class without written records).

STEP 6. Admission Meeting at School
(checkpoints: bring all forms, proofs, academic/Special Education files if applicable.)

A. Shelter provides ride to meeting if needed. Caseworker may also wish to accompany parent and child.

B. Parent and child go to school office.

C. School Staff should:
  1. Greet family and give tour of school.
  2. Introduce to teachers and counselor.
  3. Provide buddy for child if "buddy system" available.
  4. Arrange for bus transportation.
  5. Set up Free Breakfast and/or Lunch Program.
  6. Call for verbal verification of immunization if needed.
  7. Process registration forms so child can begin school the next day.

HINTS TO HELP THE HOMELESS..................

When the parent(s) and child are in the school for enrollment purposes, please don't bring any special attention to their homeless condition.

STEP 7. Child Begins School

STEP 8. School Assessment of Child's History

A. Administer appropriate evaluation if no records available.

a. Contact District Coordinator of Special Education if a special education class is involved.

b. Schedule for special testing as if a permanent student.

c. Contact Educational Liaison for Homeless Children at the Intermediate Unit to see if any information is available from the Homeless Tracking Report.

STEP 9. Caseworker and/or Educational Liaison Meet with Parent to Discuss Parental Role in Education

A. Discuss important role that parent(s) play in the child's education.
   a. Explain educational rights.
   b. Explain all services available to the student.
   c. Provide tips for parent to assist child in school.
   d. Stress importance of attendance.
   e. Discuss parent concerns about entire school experience.
   f. Get input on child's main needs regarding education.(What has been the child's performance, attendance and attitudes in school).

STEP 10. Caseworker and/or Educational Liaison Make Periodic Follow-up Contacts With the School Regarding the Child's Progress

A. Communicate with school about child's stay in shelter and its effects on school.
   a. Share important developments.
   b. Check on absence record.
   c. See how child is getting along with other students.
   d. What is child's academic status in class?
   e. See what additional services the child is in need of(tutoring, counseling, etc.).

STEP 11. Shelter Staff Calls School When Family is Scheduled to Leave the Shelter

A. Advise school of leaving date and make an appointment for parent to come to sign transfer materials.

STEP 12. Parent Goes to School for Transfer Procedure

A. Parent signs appropriate forms and requests records to be sent to another school.
  a. Return all textbooks and library books.
  b. School staff can allow child to say good-bye to classmates.
  c. School staff advises teachers of departure.

B. School Prepares and Sends Records to New School.
  a. School staff calls new school to advise of the transfer that is in process and when to expect the new student.
  b. School Staff may wish to allow parent to hand- carry some records to expedite the transfer process.

WHEN HOMELESS STUDENT(S) ENTER THE NEW SCHOOL, PLEASE BEGIN AT STEP 1 AND GO THROUGH THE SAME PROCESS AT THE NEW BUILDING.

BARRIER
Student Records

FEDERAL MANDATE: "To the extent practicable, local educational agencies (shall assure that) the school records of each homeless child or youth shall be maintained--(A) so that records are available, in a timely fashion, when a child or youth enters a new school district; and (B) in a manner consistent with Section 438 of the General Education Provisions Act."

McKinney Act, Subtitle B, Section 722

HOW ARE SCHOOLS ALREADY HELPING ???

Among the dozens of school buildings in Bucks County, there are those which have never enrolled a homeless child. Other schools which have been or will be educating most of the county's homeless children have developed a variety of supportive programs and a special sensitivity towards the homeless. In the most positive working models, schools have established a good working relationship with the local shelter personnel

MODEL PROGRAM:
Abuse Shelter/School Relationship

A WOMAN'S PLACE
Doylestown, PA
Ms. Diane Kinney-Pierce
Children's Advocate
215-348-9780

&

ELEMENTARY SCHOOL*
CENTRAL BUCKS DISTRICT
(*name withheld because of confidentiality surrounding abuse issues)

- Mother, child and shelter counselor come together to school for registration.
- Flexible enrollment on 30 day basis.
- Provide limited reading/language arts testing.
- Placed in class the next day.
- Bus stops at front door of "home" (not designated as shelter).
- School can communicate openly wih shelter staff.
- School has principal who is sensitive to homeless issues.
- Child allowed to settle in to school routine.
- The kids feel accepted and comfortable.
- Teachers help with school supplies.
- School can call shelter and reach someone at any time to discuss problems.

- Shelter states that child must attend school.
- Abuse center has on site playground for extra exercise.
- Shelter helps return all books prior to child's transfer.
- Shelter follow-up includes a chance for closure after teachers have established a close relationship with child.
- Shelter schedules periodic in-service workshops for school personnel.
- Shelter places students in touch with additional counseling including in-house and with community services such as Aldie Counseling.
- The school often establishes close relationships with the child and wishes the family could find permanent housing close to the school so that the child doesn't have to transfer to a new school.

Needs cited by Abuse Shelter and School

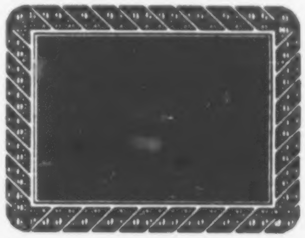
- More advocates for children.
- More counseling in the shelter, especially in the evenings and on weekends.
- More funds for new school supplies and new school clothes.
- More affordable housing in the Central Bucks area, with a few units available in various complexes for families with subsidy certificates.

ALTERNATIVE EDUCATION MODEL:
On-Site School for Run-away Youth Ages 12-17

Tabor Children's Services, Inc.
Doylestown, PA
Mr. Thomas Rondeau
Education Coordinator
215-348-4071

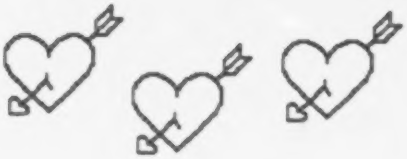
- Central Bucks School District is cooperative in work with Tabor's Homebound Instruction Program.
- Diagnosis & Evaluation system (6-8 weeks) for youth already in court system (use host home system).
- Run-away Homeless Shelter (2 weeks) for youths with no place to go (parents are informed within 72 hours).

- Educational Program 9-12 daily - Activities 1-4 daily.
- Central Bucks Homebound Instructors teach 6 hours per week (math , science, social studies).
- Group and individual instruction.



- Older children help the younger.
- Large, multi-purpose classroom.
- Some instructional programs written by Tabor Personnel.
- Subjects are presented in small distinct units.
- Train adolescents to function as adults.
- Teaching guided by question, "What should a child have by this time?"
- Regardless of personal problems and placement, education continues each day and youths must attend.

Eleanor Roosevelt School
Morrisville, PA
Mr. Norman Gross, Principal
Mrs. Manning, PTO President
215-736-0278



- "Hearts for the Homeless" - Valentine's Week Student/PTO Campaign raised $900.00 for a local homeless shelter.

- Focused on student awareness through posters with facts on homelessness. Program included giving small donations instead of buying candy each day.

HINTS TO HELP THE HOMELESS..........

- Schools may wish to purchase school bags and supplies.
- The staff can make sure the homeless are eating properly.
- Principals and District personnel can make phone calls to get verbal verification on immunization and other records.
- Schools may wish to provide health-care supplies for homeless children.

WHAT KIND OF COUNSELING SERVICES ARE AVAILABLE ???

Regarding the subject of counseling, there are two major realities in the Bucks County Schools which need to be addressed. First, because homelessness is a psychological as well as an economic problem, homeless children need a greal deal of supportive counseling during this difficult period. Second, the ratio of counselors/social workers to all children needing services is astronomical.

There are schools with a single counselor and hundreds of students. Social workers have case loads in the hundreds. Some educational institutions share a counselor on different days of the week. The bottom line is that there is a dedicated group of social workers and counselors in Bucks County who would like to offer homeless children more services, but are stretched too far.

Being homeless makes normal development an impossibility for children and can seriously threaten their chances for socialization and education. Homelessness is the final stage in what may have been a lengthy, stressful struggle or the result of a traumatic life event. **The effect of watching one's parents unable to fulfill their role can be frightening.** [10]

In a study of school age children in shelters, more than half suffered from severe depression and the majority answered "yes" to having suicidal thoughts. 43% were failing or performing below average work, 25% were in special classes, and 43% had repeated a grade. [11]

Social workers and counselors should try to attend any available inservice programs of the subject of homeless school children so as to be in the best possible position to either provide direct services, or know where to make the appropriate referrals.

CAN A STUDENT ASSISTANCE PROGRAM HELP THE HOMELESS ???

A Student Assistance Program (S.A.P.) identifies high risk youth, usually teen-agers or pre-teens, who are having school-related problems because of alcohol, drugs and mental health issues, or who are at risk of suicide. What is at the heart of the program are prevention and early intervention with the necessary referrals to appropriate school and community services.

There are now about three dozen schools in the Bucks County Public School System that are either trained or will be trained to administer Student Assistance Programs. Team members include:

. 1 central office administrator
. 1 building administrator
. 1 counselor
. 2 teachers
. 1 nurse, psychologist, coach or in-school suspension staff
. liaison staff - drug, alcohol, and mental health representative(s)

The school personnel look for at-risk signs. **And homeless children need this "early warning" assistance. Early identification of students who may be at-risk for homelessness would include the following:**

1) children who are hungry and tired;
2) children who have attended many different schools and whose attendance at the present school may be erratic.
3) children whose grooming and personal hygiene/clothing may draw the attention of classmates and teachers to them, and
4) children who aren't prepared for school, coming in without books and without homework completed.

Although none of these risk indicators alone would necessarily point to homelessness, a number of them occuring together suggests the possibility. These may be children on the edge of homelessness or already homeless. At the very least, these circumstances identify a child in need of social services. [12]

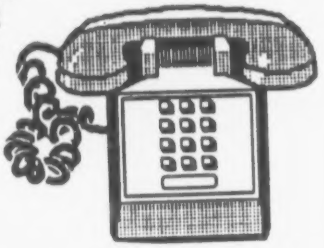
Efforts should be made to contact the family to offer help. Schools can play an important role in connecting children and families to a network of community services aimed at preserving and supporting families. These services are described later in this work.

HOW CAN COMMUNICATIONS BE IMPROVED BETWEEN SCHOOLS AND SERVICE PROVIDERS ???

In discussions with schools, a need frequently expressed regards the improvement of communications with shelter personnel. The previously shown ADMISSIONS PROCEDURES are a step in the right direction of describing how schools would like shelters to help students sign up for school.

By establishing a system of ongoing communication between schools and providers, there can be more preventive and planned management of the homeless problem. Some ideas from Bucks County school and shelter personnel on this subject include:

- **District Personnel must advise schools of new laws and policies concerning the homeless.**
- PTO's should notify shelters of any key meetings and events (shelters can arrange transportation and encourage attendance)
- Teachers/Counselors can present brief workshops at shelter location (school policies, success stories, how to assist child with school work, etc.)
- Schools must call one another and follow-up on any information that is heard about a homeless situation.



- Prepare an informational booklet with tips for parents and teachers regarding helping the homeless child.
- Include as members of Homeless Task Force parents who were previously homeless.
- Write periodic success stories on any individual homeless student acheivements for school boards and local newspapers (cite which programs are helping).
- Schools should send newsletters to shelters and advertise classes that might benefit homeless parents or families.

WHO CAN COORDINATE THESE IMPORTANT COMMUNICATION ISSUES ???

Most Bucks County school district and shelter providers agree upon the need for a type of liaison position which could facilitate the wide range of activities in the area of school/shelter/family relations.

The Bucks County Housing Group has taken initiative in this endeavor. The Director of Social Services developed in 1988 a volunteer School Liaison position to assist homeless children.

MODEL PROGRAM:
School Liaison for Homeless Students

Bucks County Housing Group
Langhorne, PA 19047
Ms. Connie Bastek-Karasow, Director of Social Services
215-750-4310

Volunteer Position: School Liaison

Duties:

- Assist in registering children upon entry to shelter
- Tutor - homework hour for elementary school children
- Act as Ombudsman
- Accompany parents in school conference with counselors, teachers, and principal
- Assist parents in:
    1. understanding the importance of education and how their own attitudes affect the children;
    2. the impact of transiency on their children's education and motivation;
    3. their rights and entitlements;

4. develop resource contacts and services with the Intermediate Unit in our school districts.
5. help facilitate a smooth transition into a new placement upon their move;
6. advocate for testing, evaluation.
7. recruit community volunteers and tutors.

This pilot program was operated with two local schools in the Neshaminy School District for approximately three months. The initiative and the information gathered from its efforts were useful in the development of the proposal which the Bucks County Intermediate Unit submitted for its grant to write this document on the homeless.

There are obviously not enough time, funds nor personnel in place to be able to fully focus on the educational needs of children. The following are three brief case histories written by Bucks County Shelter Caseworkers regarding the need for help with a homeless full-time student advocate.

1 - Case Study

"A mother and her 10-year-old son had moved three times in one school year before coming to the Penndel Shelter. The caseworker took them to enroll the child in school. He was placed in a fourth grade class according to his age. Due to the many changes in schools that year, he was having difficulties, both scholastically and emotionally, in class. It was at least six weeks before the school and caseworker met about the boy's problems. Unfortunately, because of the nature of the shelter's program, there was no one who could immediately address the child's needs in school. This was a situation that would have been helped greatly by a school liaison person."

2 - Case Study

"A family consisting of a father, mother, and two sons moved into the shelter in the middle of the school year. One son was constantly fighting on the school bus. The caseworker took the parents to appointment with the principal, but had no time to follow up any progress that was made in dealing with this problem. A school liaison person would be able to meet with school personnel and review situations like this."

3 - Case Study

"A mother and four small children moved into the shelter in the beginning of the school year. The oldest child was 6 years old and, therefore, enrolled in first grade. The mother never revealed to the caseworker that the child had never attended Kindergarten due to the many changes in their living situation in the previous year. When the caseworker took the mother to a parent-teacher conference, the teacher stated that she was concerned over the child's progress. When the mother revealed that the child had no preparation for first grade, the teacher understood why the child lacked the skills the other first graders had developed. If there had been a school liaison person, the child's background could have been made known to the school sooner."

One area regarding homeless children that is not well attended to involves tracking homeless students after their homeless state has ended.

MODEL PROGRAM RECOMMENDATION:
Post-Homeless Follow-Up System

For most children who have experienced being homeless, the fact that permanent housing is finally secured does not mean an immediate end to the effects of homelessness nor other problems stemming from the months leading to it.

Some children are falling through the cracks after leaving a shelter and moving into a new school district. Schools do not know they are there unless someone tells them. It is recommended that schools/shelters work with the Homeless Tracking Report and continue to track children through a period of post homelessness which should include a smooth entry into a new school, assisting school personnel with background information, and serving as "contact" points for the family in a transition stage, still, though, focusing on the children in school.

WHAT SERVICES ARE AVAILABLE FOR PRESCHOOL CHILDREN???

Being among the hidden homeless and not properly connected with necessary support services is a very serious problem. There is also a group of individuals who are not so much hidden as **hindered.** Preschoolers. Go into a Bucks County shelter and, depending on the time of day, they are there just hungering for more attention.

A five-month census summary (Dec. 1988-March 1989) from the American Red Cross Shelter revealed that of all children staying in the shelter during that time period, **62% were from birth to 5 years old!** These are children in need of preschool enrichment. Bassick and Rubin point out that there are often, "significant developmental delays, including learning difficulties and high levels of depression and anxiety."[17] **Homelessness puts terrible strain on the child's development.**

MODEL PROGRAM:
Recommendations for Preschool

The Bucks County I.U. has referral evaluation services to help identify a child's deficits and needs. Preschool Early Intervention Services can be made available to handicapped preschool children in shelters. An easy-to-use screening device can be administered in the shelter, mainly for 3 and 4 year olds. To discuss a preschool child who may be exhibiting warning signs of developmental delays, call the Intermediate Unit at 348-2940 or 757-0227 (lower Bucks number).

Unless more programs are established for preschool children in the areas of academic readiness, more children will be entering Kindergarten already behind. This places too much pressure on the schools to make up for these "lost" early childhood years. The lack of a stable home life, not just the lack of a dwelling place, is a major reason why many homeless students have so much difficulty in school and life in general. Preschool services can help teach some fundamental things, but can never replace a quality child/parent relationship in the first years of life.

MODEL PROGRAM:
Preschool Services

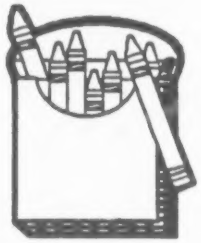
BUCKS COUNTY HEAD START
Fairless Hills, PA
Ms. Nancy Hunziker, Executive Director
215-943-1140

Bucks County Head Start is a Model Program for providing services to preschoolers. Head Start has even gone to motels to make families aware of its services and to recruit homeless children. Programs are run for 3 and 4 year olds whose mothers are working. Transportation is provided and there is no charge. Children receive the following services:

- health screenings
- complete medical and dental exam
- immunization
- hot meal and snack
- help get ready for kindergarten
- indoor and outdoor activities

Both part day and full day classes are in operation. Part day classes run four days a week for three hours in the morning or three hours in the afternoon. Full-time classes are in session ten hours per day.

Because of the transiency and poor attendance of homeless children in the Head Start preschool programs, there is a major need to provide services directly at the shelter sites. A proposal is being prepared to address this very issue.



WHAT DO BUCKS COUNTY TEACHERS WANT TO SHARE WITH PEERS ???

County teachers offer this advise for fellow educators.......

- "Visit the shelter to get a better picture of the environment. Understand what, if any, services are provided the children outside of school."
- "Animosity was created between shelter children and regular students because the shelter kids sometimes received special treatment and exceptions were made for them."
- "Prepare teachers in advance, but don't single out the child as homeless in front of the class."
- "Don't label too quickly."
- "Notify teachers at least a day in advance of having a new student from a shelter and provide as much information as possible."
- "Build self-esteem. They need a chance. They have potential and are smart. They lack preparation for life in school and home."

Some of the following are suggestions from Bucks County educators and providers who have experience working with homeless school children.

- "Immediate psychological testing can be frightening to any child, but especially to one who is already scared and thinking something he or she might have done has lead to these circumstances."
- "They have needs, but don't overact."
- "Treat them fairly as if they are going to be permanent students."
- "Create a full file so the child has something to take with him or her. The student is more than a visitor."
- "Allow for a realistic turnaround time for a family to get things together for school."

- **"Suspension for anti-social behavior is not an appropriate answer to behavior problems for these students."**
- "These children's educational programs are usually interrupted long before they came to the shelter. They need help catching up."
- "Personal effort is necessary - if the child has missed the bus and calls in, go and pick him up."

TEACHER HINTS FOR HELPING HOMELESS CHILDREN........

- Programs like Pizza Hut "Book It!" are great for homeless children, because it gives them an opportunity to improve reading skills and go out to a restaurant, which is something almost never done. The teacher can help arrange an evening out. (The "Book It!" Program offers a certificate for a free small pizza to children enrolled in the program at school who reach a certain number of books read in a specified period of time.)
- Shelter children can earn school supplies as recognition awards for improvement in returning homework, attendance, etc. This can be done privately.
- Teachers can meet with shelter personnel to extend the award concept in the shelter. The Bucks County Housing Group's Penndel Shelter location has a model idea in process. A Treasure Box full of small "fun" items that appeal to children is currently in the main room of the shelter. The children are allowed to choose something from the Treasure Box when, for example, they -
  - complete an hour of tutoring
  - bring home an improved report card
  - attend school every day in the week
  - are seen following the shelter rules
  - were helping someone without being asked
  - demonstrate anything at all that through recognition can help increase self-esteem

HOW CAN SHELTERS HELP WITH EDUCATION ???

In Bucks County, homeless children need more programs and services made available. The current approach is that shelter providers do what they can for the children with the limited resources available. But there is so much more that could be done if more funding could be secured.

The Bucks County Housing Group headquartered in Langhorne has three employee job descriptions ready and waiting to be used at shelter sites. These positions are summarized below and would enhance the child's life in addition to the school experience.

CHILD ADVOCATE

.Provide support in the area of psycho-social-educational needs of homeless children, including:

- organization of children's support groups
- development of volunteer network for children
- educational tutoring
- creation of referral system of supports for children
- advocate for things such as camp scholarships, toys, clothing, entertainment tickets, etc.

CHILD CARE WORKER

.Provide children with supervision while parents take care of needed appointments, as well as in beginning stages of new employment.

- read to children

RECREATION AIDE

.Provide trips, outings (movies, bowling, picnics, etc.) for children who would not otherwise enjoy any respite during shelter stay.

- offer supervised play and summer outdoor activities

HINTS TO HELP THE HOMELESS..........................

- Provide an after school in-shelter study hour.
- If child not in school, shelter personnel should keep asking "Why not?" and take appropriate steps.
- Provide a full set of text books and other reading materials in shelter for each needed grade level.
- Create private, quiet places to study.
- Invite teachers to visit the shelter.
- Place registration materials (forms) from each appropriate school in shelters to facilitate enrollment.
- Upon intake in the shelter, obtain complete educational history for Homeless Tracking Report.

WHAT SERVICES ARE AVAILABLE TO HOMELESS CHILDREN FROM SCHOOL, SHELTER AND COMMUNITY ???

The following check lists can be used as reminders to ensure that as many services and opportunities as possible are being offered to homeless children.

SCHOOL

- ☐ School Placement/Transfer Help
- ☐ Student Assistance Program (S.A.P.)
- ☐ Special Education Classes
- ☐ Before & After School Programs
- ☐ Free Breakfast/Lunch Program
- ☐ Buddy System at School
- ☐ Academic Testing
- ☐ School/Class Events (Companion and Transportation)
- ☐ School Guidance Counselor
- ☐ School Nurse Attention
- ☐ Reading Specialist
- ☐ Reading Program ("Book It")
- ☐ Tutoring
- ☐ School Music Program
- ☐ Speech Therapy
- ☐ School/ Library Books and Reading Material
- ☐ Immunization
- ☐ Sports/Recreation Programs
- ☐ Teen Pregnancy Counseling
- ☐ Educational Liaison Attention
- ☐ School Psychologist
- ☐ New School Supplies
- ☐ New School Clothes
- ☐ School Social Worker Involvement

SHELTER

- ☐ Supportive Counseling in Shelter
- ☐ Volunteer Tutoring
- ☐ Preschool Classes
- ☐ Child Care
- ☐ Reading Material Availability
- ☐ Night Out to Restaurant, Mall, or Recreational Activity
- ☐ Recognition/Incentives
- ☐ Immunization
- ☐ Medical Attention (In Shelter Visit or Arrange Ride to Doctor)
- ☐ Teen Pregnancy Counseling
- ☐ Educational Liaison Attention
- ☐ New School Supplies
- ☐ New School Clothes
- ☐ Transportation
- ☐ Companion/Ride to School/Other Events
- ☐ Christmas Parties/Gifts
- ☐ Recreational Activities
- ☐ Big Brother/Big Sister

COMMUNITY

- ☐ Summer Camp Programs
- ☐ Big Brother/Big Sister
- ☐ Community Clinical Psychologist
- ☐ Church Group Programs ("Tuesday's Child", etc.)
- ☐ Local Company Sponsored Programs (K-Mart "Breakfast with Santa", etc.)
- ☐ Mental Health Services
- ☐ Night Out to Restaurant, Mall, or Recreational Activity
- ☐ Help Buy Gifts for Family Birthdays and Special Events (Mother's Day, etc.)
- ☐ New School Supplies
- ☐ New School Clothes
- ☐ Adopt-a-Family/Child
- ☐ Transportation
- ☐ Tutoring
- ☐ Child Care
- ☐ Art Activites/Games
- ☐ Sporting Event
- ☐ Christmas Parties/Gifts
- ☐ Companion/Ride to School Event

There are many benefits that can come from schools, shelters, agencies, churches and the community **working together as a single system**. Just a few are listed below:

BENEFITS

- School attendance can be improved.
- Children can catch up in studies.
- Preschoolers can be better prepared for Kindergarten.
- Valuable data can be obtained for budgeting and planning.
- Children who should be in Special Education classes can be identified early and given proper attention and care.
- Children can learn "how to live" through role models.
- Families can be restored to the mainstream of society.
- People can get off public assistance.
- Children can be stopped from dropping out of school.
- Children can be prevented from going into foster care.
- Homelessness can be prevented for some families.
- Communications can be strengthened between schools and social service providers.
- Homeless families can be linked up to much needed services, especially the "hidden" homeless.
- Children who are hurting inside can receive special understanding and love in a time of crisis.
- A future resident can be restored with great tax dollar savings as opposed to a life in the juvenile court system or on welfare.

What is your gift or position in life? Whatever they might be, use them to make a difference for the homeless - one child at a time right here in Bucks County.

Medium-Sized Urban School District 1

INTRODUCTION

The School District of Lancaster is an urban/suburban school district with a student population of 10,783. Even before passage of the Stewart B. McKinney Homeless Assistance Act in 1987, the School District was awakening to the fact of the increasing number of homeless students in the district not only because of contacts with shelter providers for assistance in enrolling children in school becoming more frequent, but also through the work of school pupil service staff identifying this social issue as having a direct negative impact on ever larger numbers of the students they were serving.

Our general philosophy in working with students who are homeless is to view them as children first and as homeless second. Subsumed in this stance is the notion that, hopefully, their homelessness is a temporary condition. Most basically, we do not wish to institutionalize the concept of homelessness; therefore, we continue to encourage the maximum use of existing School District and community resources and seek to enhance School District and community agency coordination and collaboration through our Homeless Student Task Force.

This report attempts to describe a model of service delivery for homeless students in the School District of Lancaster. This particular design is built on a case management approach, operationalized through our School Social Services. Thus the focus is to look for the strengths in all families and to seek to empower both parents and children in securing a quality education. Its key concepts are co-planning and a team approach. The helping process subsumed is predicated on a collegial relationship between those served and the school and community resource system. Like the Pennsylvania Homeless Student Plan, our local initiative is to be viewed "as a living document, open to continual review, evaluation, and revision."

STATEMENT OF THE PROBLEM

"DID YOU KNOW THAT EVEN IN LANCASTER COUNTY MANY PEOPLE ARE HOMELESS?"

This eye-catching question appears on the brochure of HomeLink, a community network of agencies, churches, and concerned citizens seeking to eliminate homelessness. Organized in 1984, HomeLink has been instrumental in studying, documenting, and drawing public attention to the growing homeless population in Lancaster County. While it is true that the School District of Lancaster is not yet a New York City with all of its overwhelming problems, it is also true that we no longer fit the commonly held stereotype that everything's fine and well in Lancaster.

In 1988, 602 County residents and 1,295 City residents received rental assistance from the Community Action Program in an effort to prevent homelessness. The combined bed capacity of all shelters in Lancaster is approximately 500 and on any given night they are generally full. It is estimated that at least 25% are families with children and the numbers keep growing at an alarming rate. To cite an example, Harb-Adult, Inc., a transitional housing facility begun in 1987 to "harbor adults" currently is sheltering children as approximately 1/3 of its total capacity.

The School District of Lancaster has also been observing this same trend in recent years and in response to the increase in referrals for school social services, the Social Services Department started to keep statistics of families they became aware of who were "doubling up," i.e. living with relatives or friends out of necessity. From September 1988 through March 1989, our Home and School Visitors reported that 89 families representing 154 children were "doubling up." It needs to be emphasized that these numbers are a conservative figure as they only represent the ones our Home and School Visitors became aware of in the course of their work.

Results of our pilot study conducted during the month of April revealed the following:

* 143 children were newly identified as homeless in April
* 65 of the 143 children were children from birth to age 5
* 120 were living in shelters; 23 were "doubling up"
* Grade level breakdown: 57 Elementary, 16 Jr. H.S., 5 Sr. H.S.
* 16 came from outside Lancaster County, but still in PA
  14 came from another state

One child interviewed for the state video on children at-risk said she attended four schools during this school year alone. The cumulative effect of so much instability and uprooting in a child's life when a basic need like housing is no longer present places tremendous pressure on the shoulders of our children at too young an age. It is difficult to fully attend to the task-at-hand in class when your basic worries center on where you're going to sleep that night.

Children, by the sheer fact of being homeless, constitute a high risk group whose education will invariably suffer. The School District of Lancaster welcomed the opportunity to address some of these issues through the Homeless Student Initiative this spring.

HISTORICAL PERSPECTIVE OF COMMUNITY NETWORKING ACTIVITIES AND THE DEVELOPMENT OF A TASK FORCE

The School District of Lancaster has worked hard over the years to build a good relationship with community agencies. These efforts from the past have resulted in the achievement of a solid working relationship and trust with the mutual sharing of information on behalf of the general student population. This sense of cooperation and collaboration that the School District and community agencies already enjoy certainly helped pave the way for the openness and positive response from our initial request to come together again to help the School District address the increasing number of homeless children in our district.

A letter was sent to key community service providers inviting them to participate on a Homeless Student Task Force to help the School District in our thinking and dialogue as we considered ways to better serve the educational needs of homeless students. This Task Force met on a monthly basis and was comprised of nineteen members representing a wide cross-section of School District representatives, community agencies, and shelter providers from the public and private sector. (See attachment A for list of participating Task Force members.)

The following objectives of the Task Force were established:

1. Develop agreements and local procedures for referral and tracking of homeless students.
2. Help to collect data to obtain profile of homeless student population.
3. Analyze existing School District policies and make recommendations to modify, as necessary, to accomodate specific needs of homeless students.
4. Make recommendations regarding programmatic ideas to better educate and serve homeless students.
5. Generate administrative issues and/or make administrative requests - help to define barriers to educating homeless students.
6. Act as Advisory Board to School District on matters pertaining to homeless students.
7. Serve as body for continuing assessment of community resources for homeless students.

As we analyzed the existing system of coordination between the School District and community in relation to homeless children and identified the important points of contact, priority was placed on the following two areas:

1) to systematize the existing informal relationship with shelter providers by the development of agreements and local procedures.

2) to develop more formal methods for the tracking of homeless students through the system.

These areas will be explained in greater detail in the next section. In essense, the Task Force faithfully served as the vital "think tank" that was necessary toward the unfolding evolvement of this model.

EDUCATIONAL BARRIERS AND LOCAL RESPONSE

This section will address the six educational barriers that the Commonwealth of Pennsylvania has defined as significantly affecting homeless students and our local discussion and response to these barriers in our district will be shared.

BARRIER ONE - RESIDENCY AND GUARDIANSHIP REQUIREMENTS

Objective 1: To address the school of origin/school of residence question and how it relates to school enrollments and transfers for homeless students.

The School District of Lancaster's policy was already in compliance with the McKinney Act regarding residency requirements. Students from the various shelters have always been welcomed and able to attend school in our district. Recognizing the high mobility rate that frequently occurs in our district, the transfer policy had been updated several years ago in an effort to maintain educational continuity.

The general gist of the policy is that when a student moves within the School District of Lancaster, the student may enroll in a new school or opt to remain in the home school provided the parents assume responsibility for transportation and the student maintains good attendance. Task Force members commented that not all parents are aware they have this option, let alone parents who are temporarily homeless and in crisis, and that they need an advocate and additional assistance negotiating the system. While the policy is sound, there appears to be a lack of uniformity among building principals in interpreting this policy. School secretaries, who frequently have the first contact with parents and are in a key position to make a positive or negative School District impression on parents, sometimes inadvertently give out erroneous information.

Proposed Activities:

1. The Director of Pupil Services will review the school policy with all building principals, highlighting the McKinney Act.
2. An in-service training workshop will be conducted in the fall for all service personnel (school secretaries, child accounting employees, etc.) to increase their sensitivity and awareness to issues surrounding homelessness. The Parent of Record policy, critical in cases of domestic violence, will be reviewed.
3. All parents in shelters will receive a letter written in simple language informing them of their option. (See Attachment B) The necessary forms to complete requesting that the child remains in the home school will be available at the shelters.

Objective 2: To provide procedures for the resolution of any disputes regarding the educational placements of homeless children and youth.

We were not overly concerned with discussing this issue in depth at current time, but did outline the following course of action.

Proposed Activities:

1. Initial resolution will be handled through the Pupil Service Department as this is the natural and logical method already in place for handling similar concerns.
2. The Homeless Student Task Force will also serve as a consulting group and function in the capacity of a mediator for resolution of disputes.
3. When unable to be resolved locally, complaints will be forwarded to the Department of Education, Office for the Education of Homeless Children and Youth.

BARRIER TWO - COORDINATION

Objective 1: To develop model guidelines for improving coordination between social service agencies and the school district at the local level and keep better track of homeless students' movement within the system; to identify the points of contact and channels of communication which will assist homeless families and their school age children.

One piece of data from the state survey that directly affects local planning efforts is the fact that most homeless people appear to be staying within their general home area. The Task Force spent considerable time addressing this issue of identifying and tracking homeless students through developing notification forms and local procedures that were tried on a pilot study basis during the month of April. This allowed all concerned parties to "test the waters" and many modification and revisions were made as a result of this pilot study that will hopefully make it more workable for full implementation during the 1989-1990 school year.

The issue of confidentiality surrounding cases of domestic violence was resolved by using a code on the computer tracking form. The Shelter for Abused Women is also using their own release of information form and will exercise their judgment as to how much information they feel can be comfortably given to the School District without jeopardizing the family's safety. Sensitivity to domestic violence issues and renewed emphasis on checking the parent of record will be highlighted in workshops this fall. A mutual respect and understanding already existed between the School District and the Shelter for Abused Women but is growing even more as we communicate and work together in the best interest of the child.

Explanation of how process works:

Priority will be placed on students living in the shelters. Shelter providers will complete the notification form (see Attachment C) upon intake of a homeless family with children and call the School District's Homeless Student Consultant with this information the following morning. The Homeless Student Consultant will then notify the appropriate Home and School Visitor who is responsible for providing whatever educational assistance is required. (See Attachment D for Home and School Visitor guidelines) The Home and School Visitor enters each student on computer for tracking purposes and makes updated changes accordingly. (See Attachment E for computer form) The computer has FAX capability for speedy transmittal of records with neighboring districts, although this cannot be fully operational at the moment as not all districts have FAX capability. Many school districts are moving in this direction so it does have good potential for future use.

Home and School Visitors will continue to identify students who are "doubling up," i.e. living with relatives or friends out of necessity. Teacher, guidance counselors, and principals will assist us in this effort, (see Attachment F for intradistrict notification form) as well as community agencies represented on our Homeless Student Task Force (see Attachment G for agency notification form).

Objective 2: To provide technical assistance to local school districts.

Proposed Activities:

1. Network more closely with neighboring school districts next year.
2. Expand our Task Force to include representatives from county school districts.

BARRIER THREE - PROGRAM CONTINUITY

Objective 1: To encourage school districts and intermediate units to provide a variety of learning options in order to expedite homeless students' access to public education.

Proposed Activities:

1. In-service training workshops will be conducted throughout the district during the 1989-1990 school year to increase the sensitivity and awareness of teachers to issues surrounding homelessness and its impact on our students.

2. Tutoring programs in the community were identified. Shelters were encouraged to provide a quiet area for students to do homework, but even this requires some adult supervision. This was tabled for further exploration in the fall.

   Some churches and service organizations will be contacted for individuals to volunteer to supervise this with the hope of adding a tutoring component. The public library is conveniently located just a block away from the one shelter, offering another quiet area to do homework.

3. The timely identification and assessment of homeless students who may need Special Education placement was discussed but not resolved in any concrete way. The general backlog of cases that workers already face was acknowledged and what constitutes priority for one may not be for another who views a different student as just as needy and at-risk. The hope is that through

more advocacy, in-service workshops, and the community's growing awareness of the increasing numbers of homeless children and youth, their access to Special Education assessment and placement will be quickened.

Objective 2: To identify long term homeless students as being part of a larger at-risk student population and therefore eligible for services now available to at-risk students.

The School District of Lancaster has many fine programs already in place through the Pupil Service delivery system to reach students at-risk. Students, who happen to be temporarily homeless, have always been eligible for the plethora of social services under this larger at-risk umbrella.

We do not want homeless students to experience any additional stigma related to their homeless condition and draw attention to the fact through creating special programs. We strongly believe that they are children first, and homeless second. This is not to say that they may not need some temporary additional supportive counseling, just that it will not be assumed that all are in need of such services.

Thus, the School District of Lancaster wil continue to offer our full array and best utilization of existing resources which range from the academic instructional areas (GAT, TELS, ESL, Chapter 1, Resource Room, Vocational Ed., Migrant Ed., Alternative School) to supportive services (SAP, Absentee Prevention Programs, Drop-out Programs).

The McKinney message to our classroom teachers is to give homeless students a second chance and make sure they are not "falling between the cracks" of the system. Home-School Visitors have been charged with this task as well and are in a position to initiate discussion on a homeless student's academic and social needs to assure equal access and see that comparable services are being provided. The Coordinating Council, comprised of a multi-disciplinary team, is the mechanism already in place in each school to develop and implement appropriate intervention strategies.

BARRIER FOUR - TRANSPORTATION

Objective 1: To make every effort practicable to maintain homeless students in the original attendance area school through the use of various acceptable methods of transportation.

There seemed to be a general consensus that many students' education is being disrupted by the practical logistics of transferring to a new school, even within the School District of Lancaster, in spite of the policy giving students an option to remain in their home school. The concept of what actually constitutes the "home" school was also raised due to the high mobility rate of homeless families and how beneficial it is to remain in a school you've only attended for perhaps one month.

The disruption of a child's education occurs at a higher rate for students from Lancaster County as all the shelters (with the exception of one trailer to accommodate one family in Lititz) are currently located in the city of Lancaster. Some shelters try to secure volunteers to transport students to neighboring home districts. Because a change in legislation is necessary before districts can receive any financial assistance, this will continue to be a highly charged long term issue for the Commonwealth. Special education students fare best of all as their education remains intact and bussing is automatically rerouted. The complexity of transportation and the many variables impacting it will continue to make this an ongoing need for assessment.

Proposed Activities:

1. Continue to use the Open Enrollment policy, where applicable, to help alleviate the transportation barrier within the School District of Lancaster.

2. Continue efforts to secure volunteers to help transport students.

3. Ask area churches to consider buying monthly bus passes for junior and senior high students who are homeless. This has already been done on a case by case basis, but is not as pressing a need as our high number of elementary students who require adult supervision.

4. Conduct an analysis and needs assessment of how many students' education is being disrupted due to lack of transportation. This will be achieved through our computer tracking system.

5. Explore more interdistrict cooperation with neighboring school districts to address transportation concerns.

BARRIER FIVE - STUDENT RECORDS

Objective 1: To eliminate delays in enrollment due to LEA student records requirements.

The School District of Lancaster was in compliance with the McKinney Act in terms of enrollment procedures. For some time now the District has been accepting oral confirmation of immunizations as sufficient until written confirmation followed. What we intend to put more emphasis on is providing necessary medical services as studies indicate that homeless children are at higher risk for virtually all medical disorders experienced by children in general.

In an effort to address the frequent gaps in health services that homeless children experience due to their high rate of mobility, school nurses will be asked to check each student's medical records and provide the necessary vision, hearing, dental, and physical exam screenings and any follow up services (to the extent possible during student's short stay). Because the medical information is a vital piece of the student's total file, this will be included in the computer form which should make the document more meaningful to receiving districts. Guidelines for school nurses have been developed to explain the process (see Attachment H).

Proposed Activities:

1. Systematically provide needed medical services to fill in gaps in health care. The School District of Lancaster will be serving breakfast in most of the city schools next year for the first time, which should help alleviate some nutritional deficits commonly found in homeless children. The forms for free or reduced breakfast and lunch will be available in all shelters.

2. All parents in shelters will receive an informational sheet entitled "How to Register Your Child in School" outlining the steps to follow. (See Attachment I) This also tells parents what other documents are acceptable in lieu of a legal birth certificate as well as the fact that free notary public service is available through School District employees. Enrollment forms will be available at all shelters.

3. Implement and refine computer tracking system to create a more meaningful student document.

BARRIER SIX - PUBLIC AWARENESS

Objective 1: To serve as an information clearing house in order to increase public awareness of, and sensitivity to, the issues surrounding homelessness and the effects homelessness has on children and youth.

Proposed Activities:

1. Conduct in-service training workshops on District-wide basis next year.

2. Maintain solid working relationship and open communication between the School District and shelter providers. Shelter providers received a list of Home and School Visitors for easier access. Shelters have also been placed on the School District mailing list to be kept informed of happenings in the district.

3. Network more closely with neighboring school districts in the county.

4. Serve as advocate and School District resource person on educational needs of homeless students to community-at-large. This spring opportunity was already provided to address these issues through the media in the following ways: a) Front page article on homeless children in Sunday paper, b) Guest appearance on Spanish Radio Station in Lancaster, and c) Participation in video on at-risk children and youth, in process of development from the Governor's office.

5. Join community advocacy efforts through participation in HomeLink, a community network of agencies, churches and concerned citizens seeking to eliminate homelessness.

6. Serve on Homeless Student Task Force at state level and assist in

planning regional conferences to be held throughout the Commonwealth next year.

Objective 2: To continue an ongoing process of local assessment and data collection.

Proposed Activities:

1. Improve local tracking system during first upcoming year of implementation.

ADDITIONAL PROPOSED ACTIVITIES PROVIDING SUPPORT FOR STUDENTS AND PARENTS

1. Parent workshops will be held in all shelters twice during the year. It was strongly felt that the School District needed to consider alternative ways of reaching out to homeless parents as many view the school as intimidating based on their own negative experiences in school. These workshops will be held in the fall and spring, prior to the parent/teacher conferences, with the hope that parents will be encouraged to meet their child's teacher. The Homeless Student Consultant and a variety of school staff will conduct these workshops.

2. All school P.T.O. presidents will be contacted in the fall to alert them to the increasing number of homeless students in our district and to suggest that they consider creating a fund to have available whenever extra money may be required for a field trip so homeless students may also participate.

3. A list of programs and activities the District is offering this summer was given to shelter providers and a willingness to secure scholarships for children interested in attending was offered.

   We are pleased that one student from a transitional housing facility was selected to participate in Project Forward Leap, a new program to assist students who possess academic promise but are likely to be prevented from realizing their full academic and personal potential because of serious economic, social and cultural barriers. Students will be on the Millersville University campus for this five week summer residential program and will be followed for three years.

4. Children in our two largest shelters will not be forgotten this summer. The Cluster of Churches downtown are reaching out to provide an enriching day camp program to school aged children at Harb-Adult. Water Street Rescue Mission has, for years, conducted its own summer day camp and residential camp for neighborhood children with priority given to children in the shelter. These structured activities not only serve to alleviate summer boredom but also help fill in the educational gap that homeless children so commonly experience.

"HARBOR CHILD" - NEW OUTREACH TO PRESCHOOLERS

In response to the staggering results from our April pilot study that almost half of the children living in our local shelters are preschoolers, the School District of Lancaster will begin a preschool enrichment program to children at Harb-Adult, Inc. during the 1989-1990 school year. Studies indicate that children suffer developmental delays, anxiety, depression, and learning difficulties. The School District of Lancaster realizes that these children will soon be at our doorstep for formal learning and will immediately fall in a category for children at-risk unless we begin now to assist them.

McCaskey High School students, who elect the Child Development II course and currently do a practicum with nursery school children, will supplement their theory and experience by providing structured enrichment activities to preschoolers living at Harb-Adult. The program will run twice a week for approximately 1 1/2 hour sessions under the supervision of a M.S.W. candidate (with B.S. in education) doing her internship with the School District of Lancaster. Churches and service organizations will be solicited to donate some basic supplies.

We are excited about this cooperative venture between the School District, Harb-Adult, and the community-at-large because of the mutual benefit for all concerned and look forward to making it reality.

CONCLUSION

This model of service delivery for homeless students in the School District of Lancaster lays the foundation and groundwork for future efforts to build on as the model is implemented during the 1989-1990 school year. While we cannot provide homes to all children who desperately lack this basic life necessity, we do believe we can have a significant impact on making education more meaningful to the children entrusted to our care and teaching during their short stay in our district. The School District of Lancaster, through the backing of the McKinney Act, is prepared to serve as an advocate to open the doors of learning on an equal and comparable level to all students in our district.

ATTACHMENT A

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

Task Force on Homeless Students

Janet Dick, Homeless Student Initiative Consultant, 291-6174

Water St. Rescue Mission 210 S. Prince Street Lancaster, PA 17603	Kerry Brubaker Director of Family Ministries 393-7709
Harb-Adult 105 E. King Street Lancaster, PA 17602	Jay Kiralfy Project Manager 397-0156
Clare House, Inc. 342 E. Chestnut St. Lancaster, PA 17602	Jessica Gray Director 291-8967
Shelter for Abused Women P.O. Box 359 Lancaster, PA 17603	Sandra Walser Children's Program Coordinator 299-1249, 299-1240
Children & Youth Agency 900 E. King Street Lancaster, PA 17602	Stephen Sohonyay Administrator 299-7925
Boys' Club/Girls' Club of Lancaster P.O. Box 104 Lancaster, PA 17603	Mary Ellen Kieran Assistant Exec. Director 295-3471
Family Services 630 Janet Avenue Lancaster, PA 17601	Eleanor Taylor Director of Advocacy 397-5241
Lancaster-Lebanon I.U. #13 School Services Center 1110 Enterprise Rd. East Petersburg, PA 17520	Kristi Whitmoyer Itinerant Master Teacher 569-7331
Lancaster County Council of Churches 447 E. King Street Lancaster, PA 17602	Rev. Barry Snowden Exec. Director 291-2261
Spanish American Civic Assoc. 545 Pershing Avenue Lancaster, PA 17602	Carlos Graupera Administrator 397-6267

PA Migrant Education Millersville University Myers Hall Millersville, PA 17551	Fran Mannino Corse Acting Director 872-3678
Bureau of Planning and Community Development City of Lancaster 120 N. Duke Street P.O. Box 1599 Lancaster, PA 17602	Angela C. Smith Planner III 291-4744
Community Action Program P.O. Box 599 630 Rockland Street Lancaster, PA 17603	Melvin Baber Asst. Director Outreach Services 299-7301
YWCA 110 N. Lime Street Lancaster, PA 17602	Terry Townend Residence Director 397-1735
Southeast Lancaster Health Services P.O. Box 598 Lancaster, PA 17603	Phil Starr Exec. Director 299-6371
Lancaster County Assistance Office P.O. Box 4967 Lancaster, PA 17604	Forrest Collier Income Maintenance Manager 299-7421
Catholic Charities 925 N. Duke Street Lancaster, PA 17602	Jean Pletcher Director 299-3659
Tabor Community Services 320 S. Duke Street Lancaster, PA 17602	Patti Anonia Assistant Director 397-5182
School District of Lancaster P.O. Box 150 225 W. Orange Street Lancaster, PA 17603-0150	Kirk L. Fisher Director of Pupil Services 291-6146
School District of Lancaster P.O. Box 150 225 W. Orange Street Lancaster, PA 17603-0150	Miriam Nell-Fletcher Chief of Social Services 291-6299

ATTACHMENT B

SCHOOL DISTRICT OF LANCASTER

LANCASTER, PENNSYLVANIA

NOTIFICATION FORM FOR PUPILS RESIDING IN SHELTERS

It is essential that any change in a child's residence and school enrollment be reported, so that appropriate revisions can be made and relevant personnel notified. This information will help school district personnel better serve school aged children living in temporary shelters. Attached is a Release of Information Form to be signed by the parent/guardian. To notify school, please call 291-6174 with completed information.

Name of Shelter: W. S. R. M.
Address: 210 S. Prince St.
Contact Person: Kerry Brubaker
Phone: 393-7709
Intake Date:
Referral Date:

Name of Parent/Guardian:
S.S.#:
Previous Address:

LIST ALL CHILDREN (INCLUDING PRE-SCHOOLERS):

CHILDREN'S NAMES	M/F	D.O.B.	GRADE	LAST SCHOOL ATTENDED	CURRENT SCHOOL	CHILD'S S.S.#

Child lives with: ___Mother ___Father ___Both ___Guardian (Relationship):

Is Home-School Visitor assistance immediately needed with this family? ___Yes ___No

Special Considerations - (Medical or other needs):

Assigned School Contact Person:
Telephone:
Discharge Date:
New Address (if known):
New School:

AUTHORIZATION FOR THE RELEASE OF INFORMATION

I authorize Water Street Rescue Mission to release to the School District of Lancaster identifying information that includes name, address, date of birth, sex, grade, school, and social security number as listed above concerning (list each student) for the purpose of educational placement and programming.

Signature of Parent or Nearest Relative

Date

ATTACHMENT C

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

INTRADISTRICT SCHOOL NOTIFICATION FORM FOR HOMELESS PUPILS NOT RESIDING IN SHELTERS

In addition to students temporarily living in shelters, the Stewart B. McKinney Homeless Assistance Act also includes in the definition of the homeless the following: 1) Individuals who "out of necessity" are living with relatives or friends due to lack of housing; 2) Runaway or abandoned children; and 3) Children of migrant families who lack adequate housing. In an effort to better serve school aged children who fall in this category, we would like to obtain the following information. Please send the completed form via intradistrict mail to the Social Services Department.

Name of School ______________________ Phone ______________
School Contact Person ________________ Position ______________
Date of Referral ______________________

Student's Name ______________________ S.S.#: ______________
D.O.B.: ______________ M/F ________ Grade ______________
Parent/Guardian's Name ________________ S.S.#: ______________
Current Address ______________________ Phone ______________
Previous address (if known) ______________

Check appropriate category

Known	Possible	
____	______	Out of necessity, lives with relatives or friends due to lack of housing. Family now lives with ______________ and has lived here for __________ time.
____	______	Sleeps in a public or private place not ordinarily used as a regular sleeping accommodation for human beings (i.e. parks, bus/train station, doorways, etc.)
____	______	Runaway, abandoned, or forced out of home.
____	______	Children of migrant families who lack adequate housing.

Is Home-School Visitor assistance immediately needed with this family? ___Yes ___No

Special Considerations (Medical or other needs): ______________________
____

LIST ALL OTHER CHILDREN IN FAMILY (INCLUDING PRESCHOOLERS):

CHILDREN'S NAMES	M/F	D.O.B.	GRADE	CURRENT SCHOOL	LAST SCHOOL ATTENDED	CHILD'S S.S.#

ATTACHMENT D

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

TO: All Social Service Staff

FROM: Janet Dick

DATE: September 1, 1989

RE: HSV Guidelines for Working with Homeless Students

The Stewart B. McKinney Homeless Assistance Act, now P.L. 100-77, is the first comprehensive federal law dealing with problems of homelessness in America. The McKinney Act's Education of Homeless Children and Youth provision sets forth the policy of Congress that homeless children have access to free appropriate education on an equal basis with other children. As the School District implements its model this year of better servicing the educational needs of homeless students, you are being asked to ensure that homeless students receive the full gamet of services they are entitled to equivalent to any other student. In an effort to achieve this, the following guidelines have been established:

1. The notification forms should be regarded with the same degree of respect as any other Home-School Visitor referral. You may count these in your monthly statistics.

2. Priority of notification forms should be given to students currently in shelters. Check first to see if HSV assistance is immediately needed for family. If yes, make these your priority. For children at the Shelter for Abused Women, please check official student record to see who is listed as the Parent of Record. If it is not the mother at the shelter, you need to contact the mother and inform her (or call Sandy Walser, Children's Program Coordinator at the Shelter) so appropriate changes can be made.

3. Areas you can assist parents with include:

   A. Helping to enroll students in the School District of Lancaster.
   B. Trying to keep the child in the same school within the School District of Lancaster and/or helping to transfer child to a new school.
   C. Helping to enroll Kindergarten children.
   D. Helping to transfer records in timely manner to cut down delays.
   E. Rearranging bus transportation for Special Education students.
   F. Helping parents apply for free or reduced school breakfast and lunch.
   G. Talking with child's teacher or guidance counselor if you think this is needed or would be helpful.
   H. Informing parents of additional programs and services in the community that might benefit their children.

4. All referrals on homeless students should initially be regarded as liaison cases. Use your judgment as to whether more intensive work is needed to warrant continued social work involvement.

5. A computer form needs to be filled out on every student and updated as you become aware of changes. Please complete as much information as possible. Procedures have been developed for school nurses to cooperate in supplying the necessary medical information. Please give all computer forms to me.

6. Continue to report families that you are aware of who are "doubling up," i.e. living with relatives or friends out of necessity. Be on the alert for discovering others who are "doubling up" when you secure affidavits of support or do other routine HSV tasks.

7. Consult with me on particularly difficult cases. Part of my role is to advocate on behalf of homeless students when barriers arise.

Your ideas and practical suggestions for improving our delivery of services to homeless students are welcome at any time.

lr

NOTE: This form is in continual process of revision to reduce it to the most practical and manageable form.

ATTACHMENT E

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

New
Change ____
Addition ____

SCHOOL SOCIAL SERVICES
REPORTING FORM FOR HOMELESS STUDENTS

LAST NAME: ____________ FIRST NAME: ______________ D.O.B.: __________
S.S.#: __________ SCHOOL: __________ SEX: ____ STUDENT ID #: __________
GRADE: ____ PARENT/GUARDIAN: ______________ PARENT/GUARDIAN'S S.S.#: ________
ADDRESS: ______________ PHONE: __________ HOME LANGUAGE: __________
CHILD LIVES WITH: ____ MOTHER ____ FATHER ____ BOTH
____ GUARDIAN (RELATIONSHIP): ________
INTAKE DATE: ________
NAME/TITLE OF REFERRING PERSON: ________________ REFERRAL DATE: ________
SCHOOL S.S. WORKER: ______________ TODAY'S DATE: ________

INTERVENTION:

____HOME VISIT
____CONFERENCE W/STUDENT
____CONFERENCE W/SCHOOL STAFF
____CONFERENCE W/OTHER
(SPECIFY)__________

REASON FOR INTERVENTION:

____ENROLLMENT
____ACADEMIC
____SUPPORT
____MEDICAL

____ATTENDANCE
____ECONOMIC AID
____BUS TRANSPORTATION
____OTHER
(SPECIFY)________

AGENCIES/SCHOOL INVOLVED WITH FAMILY/CHILD:

____ CYA
____ DPW
____ P&P
____ BOYS CLUB

____ OTHER (SPECIFY): ________

SCHOOL STAFF: ____ G.C. ____ S.W. ____ SUBSTANCE ABUSE

HOMELESS CATEGORY:

____LIVING WITH A RELATIVE/FRIEND:
  ____ LESS THAN 3 MOS ____ 3-6 MOS. ____ 6-12 MOS. ____ 1 YR. +
____LIVING IN SHELTER:
  ____ WATER ST. RESCUE MISSION ____ HARB-ADULT ____ YWCA
  ____ SHELTER FOR ABUSED WOMEN ____ CLARE HOUSE
____LIVING WITHOUT ANY SHELTER
____MIGRANT LABOR CAMP
____OTHER (SPECIFY): __________

EDUCATION: DATE:

ASSESSMENT:
____COORDINATING COUNCIL REVIEW ________
____STUDENT ASSISTANCE PROGRAM REVIEW ________
____SCHOOL PSYCHOLOGICAL ________
____OTHER TESTING (SPECIFY) ________

PROGRAM: ____ REGULAR ____ I.U. PLACEMENT ____ CHAPTER 1 ____ GAT ____ ESL ____ AS
____ TELS ____ RESOURCE ROOM ____ VOC. ED. ____ SGIP ____ LD ____ EMR ____ SMED
____ MIGRANT ED. ____ OTHER (SPECIFY): ________________

WHICH SCHOOL DISTRICT DID CHILD/FAMILY LAST RESIDE IN BEFORE COMING TO SHELTER/CURRENT LIVING SITUATION?

___SCHOOL DISTRICT OF LANCASTER ___PENN MANOR ___HEMPFIELD ___MANHEIM TOWNSHIP
___CONESTOGA VALLEY ___LAMPETER-STRASBURG ___COLUMBIA ___EPHRATA ___WARWICK
___PEQUEA VALLEY ___SOLANCO ___DONEGAL ___ELIZABETHTOWN ___MANHEIM CENTRAL
___COCALICO ___EASTERN LANCASTER COUNTY
___OUTSIDE LANCASTER COUNTY, BUT STILL IN PA (SPECIFY):____________________
___ANOTHER STATE (SPECIFY):__________________________

IF SCHOOL DISTRICT OF LANCASTER, CHECK HOME SCHOOL BEFORE ARRIVING AT SHELTER/CURRENT LIVING SITUATION:

___BUCHANAN ___BURROWES ___FULTON ___HAMILTON ___KING ___LAFAYETTE ___MARTIN
___PRICE ___REIGART ___ROSS ___WASHINGTON ___WHARTON ___WICKERSHAM
___LINCOLN ___HAND ___REYNOLDS ___WHEATLAND ___ALTERNATIVE SCHOOL ___MCCASKEY

SINCE MOVING TO SHELTER/CURRENT LIVING SITUATION, HAS STUDENT BEEN ABLE TO REMAIN IN ORIGINAL HOME SCHOOL MENTIONED ABOVE? ___YES ___NO

IF NO, WAS LACK OF TRANSPORTATION THE PRIMARY REASON? ___YES ___NO

MEDICAL:	SCHOOL YEAR:	FOLLOW-UP CARE NEEDED:
VISION SCREENING:	____________	NO: ___ YES: ___ (SPECIFY) ____________
HEARING SCREENING:	____________	NO: ___ YES: ___ (SPECIFY) ____________
DENTAL SCREENING:	____________	NO: ___ YES: ___ (SPECIFY) ____________
PHYSICAL EXAM:	____________	NO: ___ YES: ___ (SPECIFY) ____________

OTHER INFORMATION:

DID CHILD ATTEND K4? ___YES ___NO DID CHILD ATTEND PRE-1? ___YES ___NO
IS CHILD RECEIVING FREE OR REDUCED LUNCH? YES: ___ NO: ___
HAS CHILD REPEATED A GRADE? ___NO ___YES IF YES, WHAT GRADE(S)? ________________
HOW MANY ELEMENTARY SCHOOLS DID CHILD ATTEND? _____ JR. H.S. _____ SR. H.S. ________

HOUSING OUTCOME:

___FOUND PERMANENT OR RENTAL HOUSING ___ NO CHANGE, SAME PLACE
___MOVED TO ANOTHER SHELTER ___ MOVED OUT OF DISTRICT
___MOVED TO OTHER RELATIVE/FRIEND ___ MOVED, WHEREABOUTS UNKNOWN

ADDRESS: SCHOOL: DATE:

_______________________________ ____________________ ____________
_______________________________ ____________________ ____________
_______________________________ ____________________ ____________
____
____
____

DISPOSITON:

___CLOSED-MOVED OUT OF DISTRICT ___CARRIED OVER AS LIAISON/MONITOR
___CLOSED-OBJECTIVES MET ___CARRIED OVER AS SOCIAL WORK CASE
___CLOSED-WITHDRAWN (AGE) ___ TRANSFER TO SOCIAL WORKER: _________

ATTACHMENT F

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

Dear Parent:

We know that whatever brought you to this shelter means that your family is going through difficult times. During this time of stress, while you sort things out and try to get back on your feet again, one of the best things you can do for your children is to make sure they keep going to school. This will help your children feel one part of their lives stays the same.

We, the School District of Lancaster, want to help you in whatever way we can. Some of the things we can assist you with are:

1. Trying to keep your child in the home school and/or helping to place your child in a new school.
2. Getting your child started in school.
3. Helping to get your child's records to a new school.
4. Helping you change bus transportation for Special Education students.
5. Helping you apply for free or lower cost school breakfast and lunch.
6. Talking with child's teacher or guidance counselor if you think this is needed or would be helpful.
7. Letting you know of additional programs and services in the community that might benefit your child.

Please sign the enclosed form to help your child's education continue. We know you want what's best for your child. We do too! By working together, your child can still grow and experience success in the classroom. If you have any questions, feel free to call 291-6174. Our Home-School Visitors are ready and willing to help.

Sincerely,

Social Service Department
School District of Lancaster

lr

FOR YOUR INFORMATION

If you move within the School District of Lancaster, your children may remain in their same school as long as they have good attendance and that as a parent you get them to school. If you want to keep them in the same school, you need to fill out a special form which you can get at the shelter.

Queridos Padres:

Sabemos que lo que los trajo a este lugar, indica que usted y su familia están pasando por tiempos dificiles. Durante este tiempo y mientras vuelve a reestablecerse, una de las cosas que puede hacer por sus hijos es continuarlos en la escuela. Esto les ayudara a mantener estabilidad en una parte de sus vidas.

Nosotros, el Distrito Escolar de Lancaster queremos ayudarles en cualquier forma que podamos. Algunas cosas con las cual podemos ayudarles es en:

1. Mantenerlos en la misma escuela o ayudarles a ubicarlos en una escuela nueva.
2. Comenzarlos en la escuela.
3. Ayudarle a enviar sus records a la nueva escuela.
4. Ayudarle a cambiar horarios de transportacion para estudiantes de educación especial.
5. Ayudarle a aplícar para almuerzo y desayuno gratis o a costos reducidos.
6. Comunicandonos con el maestro o el consejero, si usted piensa que esto le sera de beneficio.
7. Informandoles sobre programas y servicios que le pueda ser de beneficios a su niño.

Por favor firme la forma enserada la cual le ayudara a continuar la educación de su hijo. Sabemos que usted desea lo mejor para sus hijos. Nosotros al igual! Trabajandos unidos, su hijo puede desarrollarse y tener exito en el salon de clase. Si tiene alguna pregunta, llamé al 291-6174. Nuestros trabajadores estan listos y deseosos para ayudarle.

Sinceramente,

Departamento de Servicios Sociales
Distrito Escolar de Lancaster

PARA SU INFORMACIÓN

Si usted se muda dentro del Distrito Escolar de Lancaster, sus hijos pueden quedarse en la misma escuela si tienen buena asistencia y si usted como padre los lleva a escuela. Hay una aplicación especial la cual la puede pedir.

SCHOOL DISTRICT OF LANCASTER
LANCASTER, PENNSYLVANIA

ATTACHMENT G

TO: All School Nurses

FROM: Janet Dick, Homeless Student Initiative Consultant

DATE: September 1, 1989

RE: Health Needs of Homeless Students

The Stewart B. McKinney Homeless Assistance Act, now P.L. 100-77, is the first comprehensive federal law dealing with the problems of homelessness in America. The McKinney Act's Education of Homeless Children and Youth provision sets forth the policy of Congress that homeless children have access to free appropriate education on an equal basis with other children.

Children who are homeless are at greater risk for experiencing health problems. Studies indicate that homeless children are at higher risk for virtually all medical disorders experienced by children in general. They are particularly vulnerable to the following: upper respiratory infections, gastrointestinal problems, lice infestations, ear infections, dental problems, nutritional deficits, delays in immunizations, and chronic health problems.

The School District of Lancaster developed a coordinated service delivery model for homeless students last spring. One part of this initiative involves identifying and tracking homeless students and transferring their records in a timely manner to the next district. Medical information is a vital piece of the student's total file, especially with a highly transient population where frequent gaps in health services occur as described above. In an effort to create a meaningful document that would be useful to the next receiving district, we are asking your cooperation in giving a homeless student a second chance by making sure that all medical services a child needs are provided (to the extent possible during their short stay).

The Home-School Visitors are responsible for a computerized form (that has FAX capability to hasten transmission of records). The attached Home-School Visitor Health Request Form for Homeless Students will greatly assist them in doing their job. You will periodically receive these in your mailbox this year. Thank you, in advance, for your cooperation. If you have any questions, feel free to call me at 291-6174. I would also welcome any feedback or practical suggestions for improving our delivery of services to homeless students.

lr

Attachment

HOME-SCHOOL VISITOR HEALTH REQUEST FORM FOR HOMELESS STUDENTS

Please check medical records on the following student and provide any needed service. Return completed form to my mailbox. Thank you.

Student's Name: ______________________ D.O.B.: __________

Grade: ______ Teacher: ____________________

Medical:	School year:	Follow-Up Care Needed:		
Vision Screening:	________	No: __	Yes: __	(Specify) __________
Hearing Screening:	________	No: __	Yes: __	(Specify) __________
Dental Screening:	________	No: __	Yes: __	(Specify) __________
Physical Exam:	________	No: __	Yes: __	(Specify) __________

Home-School Visitor: ______________________ Date: __________

Medium-Sized Urban School District 2

INTRODUCTION

The School District of the City of Allentown is the third largest district in the state of Pennsylvania currently serving approximately 13.067 public school students and providing selected services to 2.597 parochial school students.

The district offers an ideal multi-ethnic. multi-economic population source for a pilot project which would provide educational services to homeless children. It serves the City of Allentown. an "All-America City". with a population of approximately 103.758. A review of the district's Annual Civil Rights Survey attests to the increasingly shifting ethnicity of the district. Over the past two decades. the minority population of the district has grown from 4.5% to 32%. reflecting the national trend apparent in urban school systems. Of the present student population. 21% are Hispanic. 9% are Black. and 2% are of other ethnic minority origins. Free or reduced lunch is provided to 4.637 students. which is 35% of the student population. Eighty-seven percent of the district's 15 elementary schools qualify for Chapter I funds. suggesting the low socioeconomic level of the population.

The district has the potential to be a microcosmic study of the most significant variables often related to school failure: such as. a high percentage of minority and poverty level students. dysfunctional family situations. and large numbers of students who lack English proficiency. Yet. the district is small enough to implement innovative programs and to measure the effects of significant change.

STATEMENT OF NEED

Statistics from the 1987 Coalition on Homelessness in Pennsylvania showed 858 identified homeless school aged students served by Lehigh Valley Agencies. In addition to a large identified homeless population. the district began to locate non-sheltered homeless children through it's elementary absenteeism drop-out prevention efforts. As a district which had received a drop out prevention grant. more attention has been paid to this at risk student population. An analysis of 1987-88 and 1988-89 elementary school attendance figures indicates alarming percentages of students who do not remain in one school for the entire school term (Appendix A). More than 50% of the school populations at Central and Cleveland. for example. have experienced a non-stable school environment as evidenced by their mobility rates.

Further data received from official shelters counting Allentown School District students receiving services from January through June are staggering:

Age	Agency	School Aged	Pre-School
K-12	Salvation Army	54	
12-17	Valley Youth House	61	
K-12	Turning Point	45	16
K-12	6th Street Shelter	29	49
18+ yrs	Rescue Mission	1	
	*	190	65

Allentown is a community in need of systematic educational service delivery to a growing at risk homeless student population. By addressing each of the Homeless Student Initiatives barriers, a model has been developed. The district would now like to field test and evaluate the suggested educational strategies to see what actually works to ensure that no homeless child is "left behind".

BARRIER ONE

RESIDENCY AND GUARDIANSHIP REQUIREMENTS

Objective:

To examine and revise the Allentown School District's interpretation of the Pennsylvania's Public School Code of 1949 and the State Board of Education's attendance regulations and eliminate barriers for the homeless children attempting to enroll in a new school or remain in a prior school.

Course of Action:

1. Review of existing law by school district personnel to identify barriers to homeless students.
2. Revision of Allentown School District's enrollment and attendance policies to eliminate barriers to homeless students.
3. Follow-up to determine if these changes were effective.

Recommended Strategies:

1. We used a cross section of school personnel (Members of Homeless Student Steering Committee, Attachment A) to review the present policy, procedures, interpretations and implementations.
2. We included other Steering Committee Members such as shelter care providers to help review and offer input on policy changes.
3. We calculated homeless statistics and student mobility rates(Attachment B) to support recommended changes.
4. We are examining on a case by case basis the effectiveness of policy changes.
5. We are asking for follow up from service providers and shelters concerning the effectiveness of policy changes

BARRIER TWO
LACK OF COORDINATION

Objective:

To establish a system for ongoing communication and feedback between the district and local service agencies which assist homeless children and their families.

Course of Action:

1. Become involved with existing coalitions, task forces, and other models already in place.
2. Identify existing service agencies which are responsible for providing assistance to children and their families.
3. Identify shelter care and other transitional housing programs which service homeless students.
4. Choose a school district person to be the single point of contact person with agencies. The contact person should have prior experience and acceptance in dealing with both social agencies and school district personnel.
5. Establish relationships between contact persons in each agency and the school district contact person.
6. Develop release of information forms to allow better communication and coordination among shelters, agencies, and other schools.
7. Create and activate a Steering Committee including representatives from service agencies, the school district contact person, and a representative cross-mix of district personnel.
8. Continue to refine our at-risk student tracking computer system.

Recommended Strategies:

Steering Committee - Homeless Student Plan Committee (Attachment A)

1. Membership
    - a. We asked all of the contact persons to be on the committee
    - b. We included members of housing groups, for example, the Community Action Committee's Lehigh Valley Coalition on Affordable Housing was asked to send representatives.

c. Representative school district personnel, school contact person, at-risk student program coordinators, health services coordinators, central office administration, building level administration, guidance counselors, and others. We attempted to include representations from school buildings that are dealing with our known sheltered homeless students.

d. We invited members of local related groups or agencies such as Children and Youth, Housing Authority (we are now informed prior to eviction from public housing if any of our students are about to become homeless), and local citizens groups.

2. Meetings

   a. All invited members were contacted by phone or in person and asked to serve on the committee. Letters were also sent. (Attachment C)

   b. A series of three meetings were scheduled varying the time slot from morning to luncheon to afternoon.

   c. The main goals of these meetings were to establish a better rapport, encourage mutual understanding of each others problems, and to explore ways to eliminate the stated barriers.

   d. Minute of the meetings were kept and shared with those unable to attend. (Attachment D)

Release of Information Form

1. This form was developed with aid of our local shelter contact person to assist the school district in identifying homeless children to be able to better service them. (Attachment E)

2. A letter to parents was also developed asking them in a non-threatening way to inform us of homelessness. (Attachment F)

Tracking System for At-Risk Students

1. Our tracking form was amended to include homeless. (Attachment G)

Sharing Information

1. Suggestions were collected from shelters as to how teachers can better deal with homeless students. (Attachment H)

2. A Lehigh Valley Resource Directory was used by the committee to give shelter description and information. (Attachment I)

Coordination between School District and Other Agencies

1. The School District of the City of Allentown currently has several programs operating which serve the target population. With the cooperation of the Allentown Housing Authority, the School District is offering parent education programs (Funding Source A in each of the public housing projects. There are three housing projects and the district offers four sessions: self-esteem, encouragement, positive discipline, how to use the school system to get the most benefit for your family, and drug and alcohol concerns.

2. The School District has included participation incentives and hired parents to encourage other parents to participate. These methods have increased the number of parents involved in such programs. Parents who do not typically come to school are targeted in this program.(Funding Source A)

3. "Working community partnerships" have been established in the Allentown Community. This school term we have established an At Risk Student Community Coordinating Council to join the Mayor's office, Lehigh County/Human Service Agencies, the Juvenile Justice System, the Department of Welfare, the Allentown Housing Authority and representative Chamber of Commerce business leaders to work effectively with school personnel in solving the problems of our youth. This Coordinating Council has combined separate existing advisory boards for our Successful Students Partnership Grant and Drug Free Schools Grant. This umbrella approach to children at risk has proved to be a more effective use of our community resources.

4. Because of the awareness created by this grant, a whole new level of unmet parenting needs is emerging. New coordination activities with the Sixth Street Shelter, Salvation Army, Turning Point, and Valley Youth House as direct service providers are identifying large number of parents and care givers from the target population with basic life skill needs. This population demands a totally new and creative parenting partnership to ensure their children's school success.

BARRIER THREE
LACK OF EDUCATIONAL PROGRAM CONTINUITY

Objective:

To provide to the greatest degree possible. continuity in academic programing to minimize disruptions for students whose lives are already in crisis. to improve school attendance rates for homeless students and to support building initiatives which meet academic and emotional needs of homeless students.

Course of Action:

1. Identify the general indicators. which are common to homeless students. (Attachment J)
2. Observe carefully attendance and tardy patterns to help identify problems.
3. In-service of all school personnel being cautious not to label. segregate or single out homeless students.
4. Monitoring of student transfers to identify homelessness.
5. Allowing homeless students to remain in their school if they desire to do so.
6. Outreach to families of homeless students - Elementary Absenteeism Coordinators. (Funding source B. see job description. Attachment K)
7. When neccessary. refer the homeless student to the buildings child study team to receive available appropriate support services in the school. For example:
    a. Homework clubs after school-place to do homework or receive help by teacher in the school. - 4 days per week. (Funding source C)
    b. Support groups-either run by guidance counselor or qualified personnel from contracted agency. 45 minutes per week.
    c. One to one contact from outreach worker who also visits the family. Child seen in school and home setting. (Funding source B)
    d. Special supportive contact with principals.

Recommended Strategies:

1. The allowance of individual building initiatives to service the homeless population and other at risk students.

2. A look at policy so that homeless children can remain at their home school

3. "Home" visits to homeless families to support the child's education.

4. Inservicing of all school personnel including secretaries, teachers, guidance and administrators to help them deal with homeless students and their issues. Inservice trainers should include agency and shelter personnel and school outreach workers.

BARRIER FOUR
LACK OF TRANSPORTATION

Objective:

To make every effort possible to provide transportation for those students displaced by homelessness to enable them to continue in their original school.

Course of Action:

1. Case by case review, by the Director of Pupil Personnel Services to keep the child in his/her home school at time of homelessness.

2. Use already available school bus service to transport homeless student (school transportation includes van).

    a. Issue public transportation bus passes to students on case by case basis to assist attendance. (Funding source C)

    b. Search for alternative funding to possibly utilize taxi service, or private carriers with appropriate insurance.

Recommended Strategies:

1. Explore "no extra cost" use of existing school transportation.

2. Initiate discussion with local service agencies about possible use of van or other carrier.

3. Discuss with local business the possibility of purchasing bus passes for homeless students.

BARRIER FIVE
LACK OF RECORDS

Objective:

To eliminate delays in enrollment due to lack of records.

Course of Action:

1. Discussion with service providers and shelters what problems they have faced in the past with school enrollment for clients.
2. Discuss with parents of homeless children problems encountered.
3. Look at existing state enrollment regulations and procedures to identify potential barriers to homeless students attempting to enroll in school.
4. Look at local school district regulations to find barriers and correct them.
5. Review case by case those who wish to enroll without proper records present.
6. Initiate more effort by the school district to obtain those records via phone calls to cut down time lapse between response. Phone verification of records should be acceptable.

Recommended Strategies:

1. Use meetings with Steering Committee members to discuss problems with registration they have encountered.
2. Seek a clear definition of existing laws and exploration of options under those laws.
   a. Discuss the options with Steering Committee and School Administration to see if recommendations can be activated.
   b. Evaluate effectiveness of changes that were made to eliminate the school days lost due to a lack of records.

BARRIER SIX
LACK OF PUBLIC AWARENESS

Objective:

To educate and sensitize the public and school personnel to the actual situation of the homeless and how homelessness impacts on a student's ability to learn, while attempting to remove damaging stereotypes cast upon the homeless.

Course of Action:

1. Obtain an accurate picture of the homeless.
2. Discuss homelessness with outreach workers in the district and service providers in the community.
3. Compile a Resource Directory of local shelters, public housing and rental assistance and their types of services, their contact persons, phone numbers and general information. (See Attachment I)
4. Keep in mind that although there are certain common denominators for the homeless, each homeless person is an individual.
5. Contact other statewide systems dealing with the homeless problem.
6. Invite local media to Steering Committee and School Board meetings which focus on efforts to assist the homeless.
7. Request the school district media to produce articles.
8. Strong in-servicing of district personnel with media representation.
9. Production of district handouts and pamphlets on homelessness.

Recommended Strategies:

1. Look into publications which may already be available from coalitions, task force, or County/State governments. For example: Lehigh Valley Coalition on Affordable Housing did a movie "Now Where Do We Go?" on Homelessness in the Lehigh Valley.
2. Highly visible projects which cannot help but be noticed.

3. The faculty shall be made aware of the numbers of homeless students as well as the educational impact of homelessness to homeless students through intense inservice meetings hopefully including a 10 to 15 minute video of Homelessness in the Allentown Area. The community should be made aware of the inaccuracy of the traditional stereotype regarding homeless children through any media available as well as all speaking engagements by pupil services staff.

4. Mobility rates should be calculated to show the public and the school district the many changes schools and students encounter.

CASE SCENARIO OF INTERVENTION AND NETWORKING WITH A HOMELESS STUDENT BY A SCHOOL OUTREACH WORKER (FUNDING SOURCE B)

Day 1:

I receive a call from Central Elementary school about a child who is involved with the Elementary Absenteeism Project. He has missed the last 2 days of school.

I visit Family A to find out why the child is absent. Family A recently left the 6th Street Shelter and now have a private apartment.

Family B is also present. I make an inquiry concerning the boy's absence and receive excuse of no clean clothes.

It is obvious through sight and conversation that Family B is setting up house.

I question this and warn Family A that they are jeopardizing their lease and must be careful.

Family B states they have no place to go. Fire burned them out of apartment in New Jersey. Everything was lost. Family A is their only friend.

Family A is cautioned about the lease and Family B is told about the 6th Street Shelter and how to contact them. Family B responds they will contact the shelter.

Day 2:

Return to Family A apartment to check on follow through by Family B and boy of Family A. He is in school today.

Family B replies that they followed through, but a waiting list exists at the 6th Street Shelter.

Day 2 (cont'd)

Family A explains both Family A and B have no food and Family B is in need of clothing for the children.

I obtain food through the Salvation Army and purchased some food stuffs myself.

I obtain clothing for Family B from school building donations and local thrift shop.

The food and clothing is delivered to the families.

I contact the 6th Street Shelter about Family B. They acknowledge the contact by Family B and state they suddenly have an opening since they have found an apartment for a family currently in residence. Because of the gravity of Family B"s situation. I am told to contact them.

Day 3:

Family B enters the 6th Street Shelter.

I discuss registration for school for 2 daughters (age 10 and 9) and find one boy (age 6) is eligible for kindergarten.

I contact Central School. which is in the attendance area of the 6th Street Shelter. to set up a time for Mom to register the children.

I discuss the family situation with the principal.

Report back to Mom that she can register her children tomorrow.

Day 4:

Mom comes to Central School with no records from New Jersey to register the children.

Central School contact their former out of state school district via phone and receives phone verification of up to date immunization records. academic level and grade status.

Children begin school at Central.

I check with Central School to verify that the registration went well.

Central immediately seeks permission to put the daughters in after school homework club. Mother okays.

Family B remained in the 6th Street Shelter for 5 months. Because of a large family (7 members) it was very difficult to find an apartment to accommodate them. During this time, I visited Mom, the children, the 6th Street Shelter, and Central School to assure continuous education and full access to school programs.

Family B eventually found an apartment which was out of the Central School attendance area. The 6th Street Shelter gave me the new address. Mom and the children expressed a desire to stay in Central School. I spoke to the Director of Pupil Personnel Services who gave permission for the children to stay at Central for the remainder of the year.

No school time was lost by the children. The 6th Street Shelter still continues aftercare sessions with the family, and encourages contact. I continue to monitor the family, through home and school visits on an occasional basis. I also provide incentives for the children to attend school regularly. The school attendance and progress of the children will be continued to be tracked by the At Risk Student Tracking System.

ADDITIONAL FUNDING SOURCES

A. Drug Free Schools Minigrants -provides funds for building based initiatives such as parent education, inservices, and drug and alcohol programs.

B. Comprehensive Substance Abuse Grant - funded by Pennsylvania Departments of Education, Health and Public Welfare and Pennsylvania on Crime and Delinquency.

C. Successful Student's Partnership Grant - funded by Pennsylvania Department of Education.

Attachment A

HOMELESS STUDENT PLAN COMMITTEE

Bartley. Donald	ACT
Berger. Ellen	Lehigh County Bridge Housing
Bleiler. Cheryl	Lehigh County Children and Youth
Borbe. David	Principal. Central Elementary School
Hill. Bruce	Housing Authority
Holod. Sandra	Vice Principal.Louis E. Dieruff High School
Kasman. Shiela	Turning Point
Kerns. Lillian	Director. Pupil Personnel Services. Allentown School District
Kull. Ray	Salvation Army
Lane. Richard	Adult Services
Lysek. Vicky	Sixth Street Shelter
McDonald. Bonnie	Turning Point
Robertson. Robert.Jr.	Valley Youth House
Russiano. David	Dropout Prevention Coordinator. ASD
Saul. Gretchen	Coordinator. Substance Abuse ASD
Schiffer. Virginia	Coordinator. Health Services ASD
Schlecter. Raymond	Lehigh County Public Assistance
Schnalzer. Janet	Counselor. Harrison Morton Middle School
Snyder. Glenn	Captain. Salvation Army
Ungerer. David	Office of Children and Youth
Valentini. Russell	Elementary Absenteeism Prevention ASD
Zimmerman. Paul	Allentown Housing Authority

Attachment B

Homeless Student - Initiative Meeting Minutes
April 24, 1989

Present: Cheryl Blieler
Bruce Hill
Sandra Holod
Ray Kull
Vicky Lysek
Robert Robertson
David Russiano
Gretchen Saul
Virginia Schiffer
Janet Schnalzer
Russell Valentini

The draft copy of the resource directory of Allentown Shelter's Servicing our Student Population and Public Housing/Rental Assistance compiled by the Homeless Committee was presented for corrections. The corrected copy is attached.

An overview of the purpose of this year's grant and how it will function as a planning instrument was given.

Russell Valentini presented the release form that was developed to allow shelters to communicate with schools concerning the children housed there. A copy of this form is attached. It was agreed that this form will be used except when the child's parents are not available. An alternate form was designed for students without parents.

The following areas of concern were brought before the committee:

1. Transportation.
2. Obtaining immunization and school records.
3. Long absences due to slow treatment of lice outbreaks.
4. Establishing positive home-school contacts.
5. Dealing with truant students.
6. School candy sales
7. School suspensions
8. Housing evictions.
9. The need for a Russell Valentini in every community.

The following suggestions were made:

1. Involving the Health Bureau with the lice problems at shelters; providing lice combs and shampoo to shelters.
2. Using more student incentives; providing incentives for teachers to use with children; and seeking donations for these incentives.
3. Scheduling a social for teachers at the shelter.
4. Inservicing teachers about problems with candy sales and other money raising initiatives.
5. Provide information to shelters about school attendance and enrollment policy and procedures.
6. Investigate school suspensions and make administrators aware of the problems associated with it.
7. Ask the Housing Authority to inform the School District about evictions.
8. Examine ways the school can assist new families with enrollment and locating school and health records.

Attachment C

Work Copy

SUCCESSFUL STUDENT PARTNERSHIP PROGRAM

The Allentown School District has made a commitment to assist students who enter temporary housing to maintain their educational opportunities.

A Students Advocate from the Allentown School District is available to confidentially discuss your school status and to assist you in dealing with any school related concerns.

We would like to inform the Allentown School District of your current status so that your educational needs can best be met.

I hereby give my consent for ____
(agency/shelter)
to inform the Allentown School District of my whereabouts.

________________________________ (Student signature)

________________________ (date)

________________________________ (witness)

Attachment D

The SCHOOL DISTRICT OF THE CITY OF ALLENTOWN

31 S. PENN STREET, BOX 328 ALLENTOWN, PENNSYLVANIA 18105

PUPIL PERSONNEL SERVICES
Telephone: Area Code 215-821-2651

Divisions:
- Counseling
- Health Services
- Home-School Visitation
- Psychology
- Special Education
- Speech and Hearing
- Substance Abuse Services

Dear Parent or Guardian,

Welcome to the 1989 - 1990 School Year!

As we begin this new school year together, the Allentown School District would like to express the desire that each child in the district is given an equal opportunity to succeed in school.

To acheive this goal, all of us must work together. You, the parent or guardian; We, The Allentown School District; and your child. As the parent or guardian, you can make a difference in how your child perceives school. Your interest in your child's school work can really motivate. Also, please try to provide a place for your child to do homework and study.

If something unforseen happens or is about to happen in the home, for example, eviction, fire, death in the family, illness, homelessness, etc., please contact your child's home school and inform them of your difficulties. We want to do our part to keep your child in school.

If there are medical concerns such as asthma, hearing or eyesight problems, etc., please let us know. Undetected medical problems can often frustrate the child and impede his/her progress in school.

The Allentown School District wants to be available to you and your child so that his/her school experience will be educational and enjoyable.

Thank you for your cooperation and Good Luck this year.

SCHOOL YEAR ________
SCHOOL ________
PROGRAM NUMBER ______

Attachment E

SCHOOL DISTRICT OF THE CITY OF ALLENTOWN

SUCCESSFUL STUDENTS PARTNERSHIP

AT RISK STUDENT TRACKING PROFILE

A. **Name** ______________________ B. **Date of Birth** mo ☐☐ day ☐☐ yr ☐☐

C. **Student ID Number** . . . . ☐☐☐☐☐☐☐☐☐☐☐☐

D. **Date of Referral To Program** . . . . mo ☐☐ day ☐☐ yr ☐☐

E. **Number of Previous Referrals To Program** ☐☐ . . . . F. **Age** ☐☐

G. **Grade Level At Date of Entry** ☐☐ H. **Gender** (enter code number) 1=Female 2=Male ☐

I. **Ethnicity** (enter code number) 1=Asian/Pacific Islander 2=American Indian/Alaskan Native
3=Black 4=Hispanic 5=White 6=Other, Please Specify: ____________________ ☐

J. **Household Information** (enter code number) 1=Biological Parents 2=Foster Parent/Foster Care
3=Joint Custody 4=Parent & Paramour 5=Parent & Step-Parent 6=Relatives 7=Single Parent
8=Other, Please Specify: ________________________________ ☐

K. **Number of Brothers** ☐☐ . . . L. **Number of Sisters** ☐☐ . . . M. **Rank in Family** ☐☐

N. **Number in Home** ☐☐ . . . . O. **Free/Reduced Lunch** (enter code number) 1=Yes 2=No ☐

P. **Course of Study** (enter code number) 1= Academic 2=Business 3=Special Education
4=Vocational Education 5=General/Regular 6=Alternative Program . . . . ☐

Q. **Dominant Language Spoken In Home** (enter code number) 1=English 2=Spanish 3=Arabic
4=Indo Chinese 5=Other, Please Specify: ________________________ ☐

R. **Is Student a Parent** (enter code number) 1=Yes 2=No . . . . ☐

S. **Main Referral Source** (enter code number) 01=Child Study Team 02=Child/Youth Agency
03=Criminal Justice System 04=Parent/Guardian 05=Peer 06=School Administrator
07=School Counselor 08=School Nurse 09=Teacher 10=Other, Please Specify: __________ ☐☐

T. **Reasons For Referral To Program** (place an X in all boxes that apply)

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16

01=Academic Reasons
02=Excessive Absenteeism
03=Behavioral Problems
04=Family Problems
05=Health Problems
06=Homeless
07=Pregnancy/Student Parent
08=Migrant

09=Other ________________________
10=Other ________________________
11=Other ________________________
12=Other ________________________
13=Other ________________________
14=Other ________________________
15=Other ________________________
16=Other ________________________

U. **Drop Out Prevention Program To Which Referred** (place an X in all boxes that apply)

01	02	03	04	05	06	07	08	09	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24

01=Project HAPPY
02=Positive Parenting
03=El. Abse. Prog. / D&A
04=
05=United Way (F.C.S.)
06=Mentorship Programs
07=Adopt-A-Student
08=Alternative Learning Center
09=Children and Youth (A.P.T.)
10=Student Assistance Program
11=Teen Parenting (Int. School)
12=
13=Vocational Education (V.A.L.C.)
14=P.I.C. - (E.A.S.Y.)
15=Furlough Program
16=Off Site Program
17=Vocational Technical (A.E.P.)
18=Diversified Occupation Program
19=Vocational Education (Voc. Support)
20=In School D&A
21=In School M.H.
22=Alternate Compensatory Education
23=Day Care Center
24=Other, Please Specify: ____________________

V. **Date of Graduation** ___/___/___ . . . . W. **Date of Disenrollment** ___/___/___

X. **Reason For Disenrollment** (enter code number) . . . . ☐☐

Transferred:

10=moved to another school district
11=transferred within district
12=institutionalized
13=into foster care
14=Job Corp
15=deceased

Passed compulsory attendance age and left school:

20=because of difficulty in meeting academic requirements.
21=to get married.
22=due to pregnancy or the need to care for his/her child.
23=because of consistent disciplinary difficulty.
24=because of inability to enroll in desired courses or program.
25=because of dislike of school.
26=because of desire to go to work outside of school.
27=Other (explain) ____

Under compulsory attendance age, but was issued a General Employment Certificate:

30=to provide support for parents/siblings.
31=to support self and/or spouse and/or child.
32=because of difficulty in meeting academic requirements.
33=because of preference for going to work.
34=Other (explain) ____

40=Under compulsory attendance age but was issued a Domestic Service or Farm Exemption Certificate.

Excused from school for other urgent reasons, such as:

50=needed to provide child care.
51=needed to care for a parent or relative.
52=reasons of mental or physical health.
53=Other (explain) ____

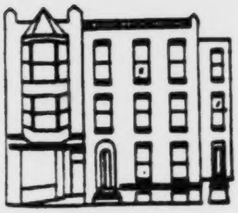
60=Runaway

70=Expelled

80=Unknown

Y. **Immediate Post Disenrollment Plans:** ____

Attachment F



VICKY LYSEK
SIXTH STREET SHELTER
219 North Sixth Street
Allentown, PA 18102
(215) 435-1490

Tips for Teachers in Dealing With Low Income or Homeless Students

These are some brief thoughts that I have compiled since working with homeless kids. I never really thought about the reasons poor children act, dress and think the way they do until they explained them to me.

1. People living in cars or homeless families often do not have alarm clocks or any way of telling time therefore homeless kids are always late for everything, especially school.

2. Poor families may not have television or radios therefore they often do not know the weather. This explains why kids are dressed inappropriately during unseasonal weather. They also miss school closings and delays.

3. The average cost of 5 loads of laundry at our local laundromat is $10.50 (not including soap). Often clean clothes wait until check day.

4. The welfare grant of a mother with one child doesn't come close to paying the rent much less providing extras for science projects or complicated displays. Assignments like "build a volcano" often go undone unless materials are provided.

5. Homeless families often do not have babysitters or daycare and will skip parent-teacher conferences if day care is not provided.

6. Many low-income moms fear teachers. They themselves are often drop-outs and they fear being looked down upon. They also consider teachers to be the source of reports to Children & Youth authorities if kids aren't dressed appropriately, etc...

7. Many mothers cannot read. Young children at the shelter are always bringing home notes from the teacher that moms cannot read. Most children are unaware that their parents cannot read.

8. Many parents do not know what words like algebra mean. Many are unaware that they are school subjects. I administered a quiz to parents about school and the results were stunning. Words like algebra, modules, resource centers, incomplete, marking periods, etc... were foreign to many.

A Program of the Community Action Committee of the Lehigh Valley

SIXTH STREET SHELTER
219 North Sixth Street
Allentown, PA 18102
(215) 435-1490

9. Children who do not turn in fundraiser money may have paid the rent. Recently $50 of M&M money saved a family of seven from eviction but Johnny did detention for one week until he finally confessed to his teacher that he paid the rent.

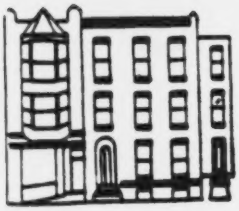
10. Abused children make up great stories. Poor grades may result in horrible beatings. Children of alcoholic or drug addicted parents always lose failure notices and poor test scores. Often report cards go unsigned if they aren't all A's.

11,. Birthdays sometimes need to be celebrated in school because they can't be celebrated at home. A 9 year old at the shelter got two pencils from his mom because she couldn't afford anything else. A candle in his cafeteria cupcake would have made his day.

12. Show and tell is awful for the older kids. A $75 skateboard is a tough act to follow. So are the compositions about "where I went on vacation" and "what I got for Christmas".

13. Ask questions....you'll be surprised at the answers. "What are you most afraid of...?", "How do you feel about poverty?", etc... Some 6 year olds have explained welfare better than I ever could.

Most importantly, talk to these kids. No matter how we feel about the parents, it's still the children who are suffering. As teachers, it's very hard to be a parent, a babysitter and an instructor at the same time. It's draining to deal with difficult parents...but they need you. Not a day goes by that the shelter kids don't come running through the door after school to tell me what their teacher said or did. It's wonderful to see the faith and trust they have for you, even when you tell them to rewrite their composition for the third time. You are giving them attention they never get at home. Thank you for what you are doing. Contact the shelter providers in your community and join forces....we are all fighting the same battle for these kids. Please, please don't give up on them. In many instances, we are all they've got.



SIXTH STREET SHELTER
219 North Sixth Street
Allentown, PA 18102
(215) 435-1490

STAR STUDENT PROGRAM

Each student is awarded a star for each paper he/she presents that shows improvement over the last one. If a student scores 2 coorect out of 100 on Monday and he/she scores 3 correct out of 100 on Tuesday, the child receives a star for Tuesdays work.

Stars are placed on big visible sheets of paper with the child's name on them.

Students may earn 3 stars each day except for report card day when more stars are awarded if many grades have improved. Each paper can be shown only once and is intialed by the star giver after the star has been attached to the sheet. A child receives a prize after every 6 stars are earned. Even grades such as "OK" are given stars as long as they were papers marked by a teacher. The prizes are very inexpensive items such as pencils, stickers, superballs, yoyos, etc....

A pizza party is held at the end of the school year for all students who participated and stars continue through the summer for every book read that a student can give me a little verbal summary of.

The incentive is there to do well and to read. It has worked very successfully with students of all ages who are residing at the shelter.

A Program of the Community Action Committee of the Lehigh Valley

Attachment G

Work Copy A

HOMELESS COMMITTEE
Allentown Shelters Servicing our Student Population

Type of Service	Agency	Contact Person's Phone Numbers	General Information
Short term Shelter	Salvation Army 144 N. 8th Street Allentown, PA	Ray Kull Delona Smith 432-0129	- Women & children - No males over 12 - Dorm style accommodations - 7-10 days no fee - Transient
Emergency Abuse Woman	Turning Point P.O. Box 1705 Allentown, PA	Bonnie McDonald Sheila Kasman 437-0222	- Family violence - Family harrassment - Counseling - 30 days
Longer Term Shelter	Sixth Street Shelter 219 N. 6th Street Allentown, PA	Vicky Lysek 435-1490	- Must be family - under poverty level - 60 days - Counseling - budget/housing
Youth Shelter	Valley Youth House 524 Walnut Street Allentown, PA	Susan Ravitz Abebe Hailye 432-6481 shelter - 691-1200	- Youth only - 13 to 17 years of age - Evaluation - Counseling
	Allentown Rescue Mission 355 Hamilton Street Allentown, PA	437-3529	- Males only - 18 years of age or older - 15 days

Public Housing/Rentals Assistance

Type of Service	Agency	Phone Number	General Information
Public Housing (Rentals)	Allentown Housing Authority Gross Towers 1339 Allen Street Allentown, PA	439-0306	- Subsidized Rentals - Public Housing Units
Assistance	Hispanic American Organ. 711 Chew Street Allentown, PA	435-5334	- Lease translation - Help locating housing - Placement
	L.C. Conference of Churches 11 S. Church Street Allentown, PA	433-6421	- Lease translation - Help locating housing - Placement

Attachment H

GENERAL INDICATORS OF POSSIBLE HOMELESS STUDENT

Morning Tardiness

Poor Attendance

Stomach Ailments. due to inadequate food availability

Fatigue. Listlessness

Temper. Emotional Outbursts

Friendlessness. Isolation. Ostracized by others

Improper clothing for the weather

Malodorousness

Extreme fear around situations requiring home/parental contact

Scrupulous avoidance of giving home information

Concern with getting "home" promptly at end of school day

Multi transfer record (in and out of district) during school year

Attachment I

Program and Job Description for the Elementary Absenteeism Project

It has been established that poor attendance patterns of chronic absenteeism and frequent tardiness develop in the elementary grades and often results in the early withdrawal from school. These patterns may also be a symptom of various personal or family problems.

This program targets students who have been unexplainably absent and frequently tardy, and those students deemed "at risk" for excessive absence and tardy days due to other factors which affect the child in some way.

The intent of the Elementary Absenteeism Program is to apply innovative strategies to interrupt this process before the patterns become too ingrained to reverse. This program is student and home oriented because support must be gained from the home and school to make lasting changes with school attendance.

The first phase of this program is the identification of the chronic absentee. A systematic approach that includes a review of attendance records will generate students who may already have a pattern established of frequent tardiness and chronic absences. Observations of general indicators by teacher and other school personnel will generate a portion of the "at risk" student. Unfortunately the remainder of the "at risk" students will only surface when a crisis occurs. At that time, there is need for a response which ties together the home and school to aid the student in need.

The second phase at the program involves the assessment of the child's needs, and establishment of rapport with that student and the student's family. The prevention/intervention specialist will contact the parent or guardian for assessment of the child's home life through personal visits. These visits help to gain the trust and confidence needed to proceed to the third phase which is planning a course of action.

The third phase is the coordination of an intervention with the child, parent, and school personnel. This program recognizes that absenteeism and "at risk" behaviors can be due to multiple problems, thus a combination of strategies may be tried. Some factors that will be examined are family problems, social problems, economic/emotional problems, academic frustration, parental drug and alcohol/health/mental health problems, and housing/environmental problems. Strategies that will be facilitated by the Prevention Intervention Specialist include:

Working with the child (student)
- monitor daily attendance
- provide one on one counseling/support
- provide incentive strategies to overcome roadblock
- refer to appropriate agencies or group sessions
- secure tutoring or educational help.

Working with the parent
- conduct home visits and personal contacts
- assist parents in networking with human service agencies
- provide moral support
- provide liaison service between home and school
- assist in entering parenting sessions

Working with the school

- develop relationship with school Child Study/Multidisciplinary Team
- facilitate steady communication with all school personnel working with the child, includes secretary, nurse, etc.
- design student behavior modification plan with child's teacher, when necessary
- provide liaison service between school and home
- provide teacher in-service
- circulate relevant materials
- comply with district reporting systems

Working with county offices

- comply with all of the Office of Drug and Alcohol Abuse reporting systems, regulations, and requests

Rationale:

The operating philosophy behind the Absenteeism Prevention Project is based on three major premises:

1. Absenteeism problems and "at risk" behaviors, should be addressed early, before they become too ingrained to reverse. Early identification is imperative.

2. Chronic absenteeism may be directly related to family problems.

3. Effective absenteeism programs require communication and support between school and home, with a student-environment approach, and with someone assigned the role of Prevention/Intervention Specialist to serve as the facilitator and coordinator in this unique and innovative process.

Rural
School Districts

INTRODUCTION

Armstrong and Indiana counties are located in rural Western Pennsylvania. Unemployment rates are high and job opportunities continue to decrease. According to the 1980 census, both counties' elderly population increased, and the number of young people entering the workforce declined.

	Armstrong	Indiana
Population (1980 census)	77,768	92,300
Unemployment rate (9/2/88)	8.2%	10.0%
Per capita income (11/88)	$9,590	$8,914
Persons below poverty line (1980 census)	9.6%	13.5%
Families below poverty line (1980 census)	6.8%	8.1%
Homeless families served by Community Action (10/87-6/88)	200	121
Homeless children (ages 0-18) served by Community Action (10/87-6/88)	400	241
Under 12 years of school (% of persons 25+ years) (11/88)	41.3%	35.5%
12 years of school (% of persons 25+ years) (11/88)	44.8%	44.5%

Five of the 11 school districts within the two counties have percentage rates of students living in poverty that range between 10.15% and 13.66%; the rates in the remaining six school districts range between 4.91% and 7.38% (1987-88).

* * *

WHAT FACTORS HINDER INTERAGENCY COORDINATION IN A RURAL COUNTY?

We have identified some barriers to coordinated service delivery that seem to be particularly significant in rural areas. Social service providers and schools are accustomed to working independently, and this is understandable given the lack of centralization and geographic proximity. There is also a tendency to depend upon informal personal relationships rather than more formal institutional relationships for communication. While these characteristics are sometimes appropriate and profitable, they can also hinder cooperation.

Communication seems to be good among social service providers, and in isolated instances agency/school cooperation has been quite successful. However, in the course of this project, some broader efforts to coordinate service delivery and improve communication between schools and providers have met with resistance from some providers. This resistance may stem from funding concerns, philosophical differences of opinion, personal experiences of seeing clients rejected or stigmatized by school personnel, or other factors. We have even encountered difficulty gathering information on specific services provided and procedures followed; this may indicate an agency's desire to continue working independently.

A major problem is a lack of consensus among schools and social service providers as to their respective institutional relationships to the family and child and to each other. Very often they view their roles as separate and there is little or no institutional communication. Educators feel a need for greater communication and cooperation as they increasingly see the effects of social problems in the schools. However, many social service providers do not see a need to become actively involved with the schools. Providers who feel this way say that schools and providers should concentrate on fulfilling their respective mandates and that there is more potential for harm than good in sharing information on specific clients.

Closely related to the previous concerns is the issue of client confidentiality. This is a very sensitive issue; while it involves justifiable legal constraints, it also is fraught with subjective pitfalls. Even without considering the legal ramifications of school/provider information-sharing and cooperation, many providers feel that giving schools information on whom their agency is serving or what services they are providing to specific persons may lead to abuse of confidentiality and may stigmatize children. Schools, on the other hand, would like to establish guidelines with key agencies for sharing in the responsibility for client confidentiality; schools feel that the client's best interests are not served when confidentiality becomes a barrier to meeting the client's needs in all areas of his life. Often, a student's educational or behavioral problem is rooted in a "social" problem of which the school is unaware. Because the student may feel shame or lack self esteem, he will not share this other problem with school personnel. Therefore, the schools would like to know when a student is being serviced by a provider so that they may better meet his needs in school. Conversely, when schools refer a student to a provider, they would like to know how he is being helped, so that they may provide appropriate support.

These barriers are significant and must be addressed if service delivery is to be coordinated. By increasing general communication, schools and providers can openly air their concerns about cooperation and communication, and can then explore mutually acceptable ways of jointly meeting homeless children's needs.

Transportation problems certainly can hamper coordination of service delivery in rural areas, and transportation is probably the greatest barrier to providing educational continuity to homeless children in rural areas. In a few cases, parents or providers may find ways to keep homeless children in their home schools, such as tapping neighbors, friends or relatives to drive the children to and from school every day. For obvious reasons, however, it is difficult to make such arrangements and the situation is only practical on a short-term basis. At present, schools are unable to provide resources for transporting children between districts, and due to distance considerations may even wonder if this would be beneficial to the child, on balance. Transportation is always a problem in rural areas, but no near-term solutions are in sight.

II. AWARENESS

For the most part, the general public is not exposed to the problem in a graphic way. However, it is not unheard of for families to be living in cars, buses, or tents. Victims of domestic violence appear in shelters, and their choices upon leaving are often quite limited (another shelter, homelessness, or a return to the abuser). Families live doubled or tripled up, and the secondary or tertiary family's status is uncertain, to say the least. Families may shuffle from one relative's home to another, forced by relatives' tolerance levels or circumstances to "make the rounds." Families may be forced to split up: if there is not room for everyone at grandma's, the children may stay there in order to keep going to school, while the parents find shelter elsewhere. Local transience is also common, with families moving every two or more months. For all intents and purposes, all of these situations constitute homelessness or near-homelessness, and the families suffer accordingly. If we were to factor in families living in woefully substandard housing, the problem would increase significantly.

It is clear that the efforts of the relatively few professionals and volunteers -- regardless of their dedication -- are not sufficient to substantially relieve the problem. It is equally clear that awareness alone will not solve the problem. Awareness, however, is the essential first step.

Awareness campaigns must be directed at schools, agencies, and the general community.

Schools

1. agency staff share information on agency services and procedures for accessing those services with schools

2. teachers and staff receive in-service conducted by individual(s) from the lead agency or groups of representatives from agencies which deal with homeless families; the information includes:
   - the extent of: (1) the problem itself, (2) services available, (3) issues involved (e.g., confidentiality, stigmatization)
   - needs of the homeless
   - signs of homelessness
   - possible effects of homelessness on child's well-being and education
   - definition of school role

3. the administration periodically reinforces awareness by distributing articles, or research study abstracts or excerpts

4. teachers sensitize students

5. staff incorporate self-esteem and peer connectiveness into teaching methods and/or curriculum

6. staff educate PTAs and access PTAs as a resource for:
   - tutoring
   - improving parents' skills
     - outreach to parents who need to be more involved in their childrens' educations
     - family fairs/carnivals (with games and activities focusing on parenting skills, family dynamics, coping with stress, etc.)

7. agency staff develop common descriptors for information exchange (to avoid confusion caused by agency-specific phrases or acronyms)

Agencies

1. school staff share information on school programs and services available to help at-risk kids, and procedures, with agencies

2. school staff discuss with agencies types of information and procedures which would enable schools to identify and address the special needs and problems of homeless students

3. school staff develop common descriptors for information exchange (to avoid confusion caused by discipline-specific phrases or acronyms)

Community

1. Involve local media and business
   - newspaper articles describing local problem (the extent of the problem, what's being done, what needs to be done)
   - radio public service announcements
   - promotions to benefit the homeless (e.g., local golf tournament which benefitted the Unemployed Miners' Fund)
   - "sleep-in" or "camp-out" night on courthouse lawn ("Homelessness in our county isn't this visible, but it's here.")
   - donated booths staffed by volunteers at local fairs
   - Thanksgiving food and/or Christmas food/gifts distribution to homeless (perhaps families identified/referred for participation by Community Action or other agency); involve churches, clubs and organizations, individual volunteers, businesses
   - "Adopt-a-Family" program: churches, businesses, clubs and organizations, families, and individuals might adopt a family which showed a commitment to become self-sufficient, providing a support base (moral support, life skills, parenting skills, job skills, limited and selective financial assistance); similar to what has been done for some refugees

2. Benefits realized through such activities:
   - education of general public and outreach to those who need services
   - community involvement (donation, collection, distribution, food preparation and serving, etc.)
   - publicity of events/involvement activity

III. SCHOOL/AGENCY

This section highlights school and agency procedures and services which would affect homeless students. For the most part, it describes what is already in place; that which is under consideration or has been proposed as a result of this project will appear in capital letters. This is a composite: not every service or procedure cited is available in every school or agency.

SCHOOLS

A. Enrollment

Generally speaking, schools in Armstrong and Indiana counties do not identify students as homeless; they enroll new students who may or may not be homeless. The exception to this is the two school districts in which domestic violence shelters are located.

1. enrollment procedures involving domestic violence shelter residents
   - schools and shelters have developed general guidelines for enrolling children from shelters
   - shelters notify school contact that child will be enrolling, but it is the parent's responsibility to enroll the child; only school principal and guidance counselor know that child is from shelter
   - shelter staff may accompany mother to school for enrollment procedures
   - if records are unavailable, school calls child's previous school, with due consideration given to keeping the child's whereabouts confidential
   - school enrolls student as a resident or a non-resident (if non-resident, school bills child's home school district); see Basic Education Circular 16-88

2. general enrollment procedures
   - THE LEAD AGENCIES (COMMUNITY ACTION, DEPARTMENT OF HUMAN SERVICES, SHELTERS) WHICH SERVE HOMELESS FAMILIES NOTIFY SCHOOL CONTACT (AFTER SECURING PARENT'S PERMISSION) THAT THE CHILD WILL BE ENROLLING; AGAIN, IT IS THE PARENT'S RESPONSIBILITY TO ENROLL THE CHILD
   - AGENCY PERSON OFFERS TO ACCOMPANY FAMILY TO SCHOOL TO ASSIST WITH ENROLLMENT, IF PARENT SO DESIRES
   - THE PARENT AND CHILD MEET WITH SCHOOL CONTACT PERSON OR THE DESIGNATED ALTERNATE TO RECEIVE A GENERAL WELCOME TO DISTRICT AND WRITTEN INFORMATION ABOUT SCHOOL PROGRAMS AND SERVICES IF THE PARENT HAS NOT ALREADY RECEIVED THE INFORMATION FROM AN AGENCY
   - guidance department completes an intake and gathers basic family information (homelessness may be identified at this point)
   - guidance department secures academic and health records, or if records are not immediately available, calls previous school

for oral confirmation of records (see Basic Education Circular 28-87)

- guidance department does orientation with parent and child: discusses school programs and services and child's access to these opportunities, encourages parent to be actively involved in child's education
- NEW STUDENT IS ASSIGNED A "PAL" (ELEMENTARY SCHOOL) OR A PEER MENTOR (JR. AND SR. HIGH SCHOOL) TO SERVE AS A GUIDE TO SCHOOL GEOGRAPHY AND PROCEDURES AND A SOCIAL MENTOR

B. Identification/Intake

1. At the point at which some academic and/or behavioral dysfunction is observed in the child (by a parent, teacher, other school staff, or another student), the student in question is referred to the Student Assistance Program core team, a multiple disciplinary team, or a guidance counselor.

C. Data-gathering/Assessment

1. The school support personnel attempt to identify the nature and extent of the dysfunction by:
    - gathering data (the student's teachers and other staff who have frequent contact with the student complete a behavioral checklist, identifying behavioral changes they have observed in the student)
    - reviewing data (the core team or MDT will discuss the confidential assessments made by teachers and other staff and decide what action is appropriate)
    - conducting an interview, which may include one or two core team members or guidance counselors, student, and/or parent(s)

2. THE SCHOOL ENGAGES IN SHARED CASE MANAGEMENT
    - AS AN ADJUNCT TO INFORMAL COMMUNICATION, DUAL-RELEASE FORMS ARE USED FOR SHARED CASE MANAGEMENT. WHEN SCHOOL/AGENCY COOPERATION BECOMES SEMI-FORMAL OR LONG-TERM WITH RESPECT TO A PARTICULAR CLIENT, DUAL-RELEASE FORMS ARE AN EFFECTIVE WAY TO MEET BOTH INSTITUTIONS' RESPONSIBILITIES REGARDING CONFIDENTIALITY. SCHOOL AND AGENCY ALSO SECURE PARENT'S PERMISSION TO SHARE INFORMATION.
    - SCHOOL CONTACTS SOCIAL SERVICE PROVIDERS WHO ARE KNOWN TO BE OR ARE LIKELY TO BE WORKING WITH STUDENT OR FAMILY (E.G., CHILDREN & YOUTH SERVICES, DEPARTMENT OF HUMAN SERVICES, COMMUNITY ACTION)
    - SCHOOL AND AGENCY COMMUNICATE REGULARLY IN ORDER TO REINFORCE EACH OTHER'S EFFORTS AND BETTER IDENTIFY AND MEET STUDENT'S NEEDS

3. Once the student's problems and needs have been assessed, the student is either referred to an outside provider or serviced within the school, or both.

D. Referral/Feedback

1. In rural areas, referrals are commonly made by telephone. Geographic distance makes provider/provider and provider/client contact more difficult and less spontaneous than in urban areas; thus, field work and home visits are less likely to occur.

2. Develop relationships between individuals and institutions so that informal referral and feedback become easier and more commonplace. Clearly, information exchange is facilitated by mutual familiarity and trust. The relatively small number of staff and generally stable tenure of personnel in agencies and schools in rural areas are conducive to the development of beneficial professional relationships.

3. Means of fostering school/agency relationships:
   - IDENTIFY SCHOOL AND AGENCY CONTACT AND ALTERNATE CONTACT PERSONS
   - GIVE AGENCIES NAMES, POSITIONS, AND TELEPHONE NUMBERS OF CORE TEAM AND MULTIPLE DISCIPLINARY TEAM MEMBERS AND GUIDANCE COUNSELORS
   - THE DIRECTOR OF THE DEPARTMENT OF HUMAN SERVICES MEETS WITH SCHOOL SUPERINTENDENTS TO DISCUSS AVAILABLE SERVICES AND MEANS OF COOPERATING
   - THE DIRECTOR OF THE DEPARTMENT OF HUMAN SERVICES COORDINATES ENTRY OF AGENCIES INTO SCHOOLS FOR INFORMATION SHARING
     - INITIATE OCCASIONAL (PERHAPS MONTHLY) ROUNDTABLE BREAKFASTS OR AFTER-SCHOOL MEETINGS BETWEEN AGENCY REPRESENTATIVES AND SAP CORE TEAM MEMBERS, GUIDANCE COUNSELORS, SCHOOL NURSE, SCHOOL CONTACT PERSON
     - ORGANIZE SOCIAL SERVICE FAIRS AND/OR PERIODICALLY INTRODUCE AGENCY VISITORS INTO CLASSROOM TO EDUCATE STUDENTS ABOUT AVAILABLE SERVICES
   - SCHOOL REPRESENTATIVES ATTEND COUNTY HUMAN SERVICES COUNCIL MEETINGS IN ORDER TO LEARN MORE ABOUT AVAILABLE SERVICES AND TO FACILITATE COMMUNICATION AND COOPERATION

E. Delivery of Services

The schools in the two counties have a number of programs and services to help at-risk students (homeless children certainly fit into this broader category). Alone or in conjunction with particular social service providers, schools continue to expand services.

Once a student has been identified as having problems and has been assessed, he or she may participate in one of the following:

1. a Student Assistance Program, which:
   - narrowly focuses on drug and alcohol and mental health issues (common when other programs and/or services are available within the school) or addresses any problem which may put a student at risk (common when resources and personnel are limited)

2. an At-risk Student Program, which:
    - identifies students who may be at-risk for dropping out, becoming teen parents, becoming dysfunctional, or committing suicide
    - provides student with:
        - academic support (tutoring, participation in supervised and monitored math and/or reading lab(s), study skills)
        - social support (in-school counseling, teacher-mentor (Adopt-A-Student Program or Adviser/Advisee Program))
        - referral (to outside providers)
        - work/study opportunities
        - after-care group (for students who have been treated for chemical dependency)
        - group counseling
            - small group (eight to ten students)
            - communication and support, not therapy (goal-setting, assertiveness, coping, etc.)
    - addresses prevention and early identification through:
        - cross-peer tutoring
        - Social Problem-Solving Program (social interaction and coping skills lessons in the 4th grade); training and support provided by a local university professor
        - Developmental Counseling Program (helps elementary school students build confidence and self esteem)
        - skill development groups (volunteer education service provided by local agencies to help elementary students build interpersonal, decision-making, and other social skills)
    - addresses parent and community needs through:
        - a drop-in center, staffed by youth advocate, open two evenings per week at a township community building in a rural location
        - Parent and Community Awareness Night (parenting or topical interest issues)
        - IN-HOME FAMILY COUNSELING AND CRISIS INTERVENTION PROGRAM: AN EXAMPLE OF SCHOOL/AGENCY COOPERATION, THIS PROGRAM WILL TARGET FAMILIES WHO NEED SERVICES BUT DO NOT RECEIVE THEM. A COOPERATIVE EFFORT INVOLVING AGENCIES, A UNIVERSITY, AND A SCHOOL DISTRICT, THIS PROJECT WILL PROVIDE DIRECT SERVICES IN THE HOME AND THE SCHOOL.

F. Monitoring

Monitoring takes place during and after referral and/or delivery of services. The primary purpose is assuring that particular students who have been identified as needing help have received it. An important ancillary purpose is documenting needs in order to meet them.

Monitoring can be done in different ways and on different levels:

1. one-on-one (e.g., the Adopt-A-Student Program, Adviser/Advisee Program)
2. shared case management

3. TRACKING

- SCHOOL ATTENDANCE DATA SHEETS (SEE APPENDIX A): ADOPT THE USE OF A FORM TO BE ATTACHED TO SCHOOL RECORD; INDICATES, AT-A-GLANCE, WHICH SCHOOLS AND HOW LONG STUDENTS ATTENDED (MAKES IT EASIER TO QUICKLY IDENTIFY STUDENTS FROM CHRONICALLY TRANSIENT FAMILIES)
- CENTRALIZED COMPUTER DATABASE: SCHOOLS PROVIDE, AT REGULAR INTERVALS, TO ARIN INTERMEDIATE UNIT INFORMATION ON NUMBER OF HOMELESS STUDENTS IDENTIFIED AND SERVICED AND TYPE (E.G., SHELTER, TRANSIENTS, DOUBLED-UP) IN ORDER TO BETTER DETERMINE EXTENT OF PROBLEM IN AREA AND ADJUST SERVICES ACCORDINGLY

AGENCIES

A. Identification/Intake

Clients may be referred to social service providers by other providers, police, clergy, doctors, lawyers, schools, family, friends, or neighbors. Self-referrals are also common.

- intake form (information requirements range from limited to extensive, depending on agency)
- preliminary interview
- some providers (e.g., domestic violence shelters, the Salvation Army) may accompany clients to agencies to assist them with intake procedures
- SATELLITE OUTREACH/EDUCATION CENTERS

B. Assessment

Some agencies use the hard data gathered upon intake to assess clients' eligibility for service, and the preliminary interview is used to determine the client's needs and appropriate services.

Some providers also use assessment forms to help determine the client's needs. Illinois and modified-Illinois (as well as agency-generated) assessment tools are in use.

C. Referral/Feedback

Generally, referrals and confirmation of contact are made by phone. At least one provider uses a referral form, the bottom portion of which is an answer-back segment.

IN THE COURSE OF THE PRELIMINARY INTERVIEW WITH HOMELESS FAMILIES, PROVIDERS:

- DISCUSS THE CHILDREN'S EDUCATIONAL NEEDS
- DETERMINE WHICH SCHOOL DISTRICT THE CHILD WILL ATTEND
- GIVE PARENT(S) THAT SCHOOL DISTRICT'S PROGRAM SERVICES INFORMATION (INCLUDING ALTERNATIVE SCHOOL PROGRAMS, WHERE AVAILABLE)
- WHEN APPROPRIATE, TELL THE PARENT(S) THAT THE CHILDREN COULD BENEFIT FROM INVOLVEMENT IN THOSE PROGRAMS. STAFF WILL OBTAIN THE PARENT(S)' WRITTEN PERMISSION AND THEN CALL THE SCHOOL TO ALERT THEM THAT THE CHILDREN WILL BE ENROLLING.

Once the family's/child's needs have been assessed, they are either referred to the school or another provider, or serviced within the agency, or both.

D. Delivery of Services

1. Services to homeless children may constitute:

- counseling
- QUIET STUDY AREA AND/OR VOLUNTEER TUTORS IN DOMESTIC VIOLENCE SHELTERS
- child placement services (although, by statutory definition, homelessness alone is not considered sufficient cause for Children & Youth Services to remove a child from the family unit)
- if transportation to previous/home school is needed, certain providers will help parent(s) find family, neighbor, church or community sources of transportation
- SHARED CASE MANAGEMENT

2. COORDINATED SERVICE DELIVERY MAY BE FACILITATED BY SCHOOL PARTICIPATION IN A COUNTY HOUSING ADVISORY COMMITTEE

E. Monitoring

- one-on-one (counselor and family/child)

- shared case management

- tracking (Community Action records numbers of homeless persons served)

SCHOOL ATTENDANCE DATA SHEET

STUDENT NAME:

SCHOOL DISTRICT	DATE ENROLLED	DATE DEPARTED	CONTACT PERSON

SCHOOL DISTRICTS

District	Superintendent	Contact
Apollo-Ridge	Dr. Roy L. Cogar	*Guy DeToma Administrative Principal Middle School (412) 478-1131
Armstrong	Dr. William J. Jones	*Charles Pepper Attendance/Security Officer (412) 548-7688/763-7151
Blairsville-Saltsburg	Dr. Gerald J. Clawson	_____
Freeport Area	Dr. Edward H. Garlitz	_____
Homer-Center	Joseph F. Marcoline	*Rick E. Foust Assistant Principal Jr.-Sr. High School (412) 479-8027
Indiana Area	Dr. David H. Laird	*Dr. Ruth Stacy Supervisor of Guidance (412) 463-8713 *Paul Gallagher Principal, Horace Mann Elementary School (412) 463-8560
Leechburg Area	Robert E. Nigro	*Anthony Catanese Guidance Counselor High School (412) 842-0571
Marion Center Area	Dr. John R. Mallino	*Elizabeth Monaghan Guidance Counselor High School (412) 397-5551
Penns Manor Area	Martin M. Monaghan	Edward J. Federinko Principal, High School (412) 254-4332
Purchase Line	Dwight E. Brocious	*James Klyap Drop-Out Prevention Coordinator, High School (412) 254-4312/ (814) 743-6662
United	Dr. James P. Hartman	*James Farabaugh Guidance Counselor, High School (814) 446-5618

*Participated in the model development committee

SOCIAL SERVICE PROVIDERS

Provider	Contact	Contact
domestic violence shelters	*Ms. Pam Ferraro HAVIN, Inc. (412) 543-1180	*Mrs. Lenore Patton Director Alice Paul House (412) 349-4444
Community Action	*Kenneth Heilman Executive Director ACCAA 1-800-468-7771 *Ms. Pat Wright Director of Homeless and Employment Readiness ACCAA 1-800-468-7771	*Ms. Darlene Bigler Executive Director ICCAP (412) 465-2657 *Ms. Fran Slansky Housing Coordinator ICCAP (412) 465-2657 *Ms. Connie Ferris Bridge Housing Coordinator ICCAP (412) 465-2657
Children and Youth Services	*Dennis Demagone Administrator ACC&YS (412) 548-3466	*Ms. Eileen Pfeil-Zlockie Acting Director ICC&YS (412) 465-3895
County Assistance Office	*William Raught ACCAO (412) 543-1651	*Ms. Judy Stewart ICCAO (412) 357-2900
Indiana County Department of Human Services	*Ms. Renee Shaw Director (412) 463-8200	
Provider councils	Ms. Cindy Mainhart President Armstrong County Human Resources Council (412) 763-1274	Ms. Darlene Bigler President Indiana County Human Services Council (412) 465-2657
Salvation Army	Capt. William A. Augustine ACSA (412) 543-6622	Capt. Robert Carney ICSA (412) 465-2530

*Participated in the model development committee

SCHOOL PROGRAMS AND SERVICES ACCESSIBLE TO HOMELESS CHILDREN AND YOUTH

This section includes profiles of school districts within Armstrong and Indiana counties. The following is a subject index of the programs and services which are briefly described within the school district profiles.

ARIN Intermediate Unit Programs
Leechburg
Marion Center

Adopt-a-Student
Apollo-Ridge
Armstrong
Purchase Line

Drop-Out Prevention
Leechburg
Marion Center
Penns Manor Area
Purchase Line

Group Interaction
Apollo-Ridge (small group counseling)
Indiana (Developmental Counseling Program; aftercare)
United (suicide prevention counseling)

Multiple Disciplinary Teams (see "Drop-Out Prevention")
Indiana
Leechburg
Purchase Line

New Student Assistance
Indiana (orientation; peer guides)

Outreach/Parent Education
Blairsville-Saltsburg (PASS Program)
Marion Center (Parents' Night)
Purchase Line (Parents' Night)

Shelter Agreements
Armstrong
Indiana

Special Curriculums
Penns Manor (Skills for Adolescents)
Purchase Line (Social Problem Solving Skills)
United (Skills for Adolescents)

Tutoring
Apollo-Ridge
Blairsville-Saltsburg
Leechburg
Marion Center
Purchase Line

Other
Armstrong (home and school visitor)
Purchase Line (in-home crisis intervention and counseling)

ARMSTRONG

Charles A. Pepper
Attendance/Security Officer
Armstrong School District
410 Main Street
Ford City, PA 16226
(412) 548-7688/(412) 763-7151

- The school district assistant superintendent and the county domestic violence shelter director established general guidelines (copies follow) for schooling children who temporarily reside at the shelter.
    - After the third day of residence at the shelter, the parent (possibly accompanied by shelter staff) will enroll the child in the appropriate school.
    - Only the building principal, the guidance counselor, and the school attendance oficer know that the child is staying at the shelter.
    - If the child is coming from a school district other than Armtrong School District, he is enrolled as a non-resident and Armstrong bills his home school district (see Basic Education Circular 16-88; copy follows). If the child is coming from another school within the district, the matter will be treated as a transfer from one building to another.

- Armstrong will institute a Student Assistance Program in the '89-90 school year.

- Home and school visitor: A trained social worker provides social service support, including counseling, referral, and liaison work with families whose children have academic or behavioral problems identified by teachers or other school staff.
    - Students may be referred to her by teachers, guidance counselors, or the principal, or they may self-initiate contact.
    - The home and school visitor completes social histories on SED (socially and emotionally disturbed) children, and works with families during traumatic times (e.g., bad divorces, a child's placement in an institution).
    - She makes home visits and assists families in contacting and dealing with social service agencies that may be able to help them.

- Referral and follow-up contact with other providers is generally informal, relying on established relationships between school and agency personnel.

- Adopt-a-student: Teachers volunteer to serve as mentors for students who have been identified as being at-risk.

ARMSTRONG SCHOOL DISTRICT — 410 MAIN STREET, FORD CITY, PA – 763-7151

TO: Kittanning Attendance Area Principals **FROM:** William W. Jones, D.Ed.
Assistant Superintendent

SUBJECT: Enrollment of HAVIN Shelter Students **DATE:** April 5, 1988

Students from schools outside the Kittanning attendnace area staying longer than three (3) days at the HAVIN shelter should be enrolled in the appropriate grade and program level in a Kittanning attendance area school. The staff at the HAVIN shelter have been requested to bring the student to the appropriate school for enrollment during his/her stay at the shelter. Students from other attendance areas within the Armstrong School District will be listed as transfers from one building to another. Students from outside the Armstrong School District will be listed as Non-residents, with their home school district being billed for the days of membership. Please contact Chuck Pepper at the time of enrollment and withdrawal of these Non-resident students.

ARMSTRONG SCHOOL DISTRICT
ADMINISTRATION BUILDING
410 MAIN STREET
FORD CITY, PENNSYLVANIA 16226-1698

OFFICE OF THE SUPERINTENDENT
TELEPHONE 412-763-7151

April 13, 1988

Betsy Smith, Director
HAVIN
P.O. Box 983
Kittanning, Pa. 16201

RE: Education of students at the HAVIN shelter

Dear Ms. Smith:

After discussion with Dr. William Jones, Assistant Superintendent, and you, it has been agreed that any school-age children at the HAVIN shelter will be enrolled after their third day of placement at either Central Elementary, Kittanning Junior High School, or Kittanning Senior High School, according to their grade level. The student should be accompanied to the enrollment by a parent. The enrollment will last the length of placement at the HAVIN shelter. This procedure will apply to students from outside, as well as within, the Armstrong School District. The appropriate schools have been notified about these students and will attempt to provide the best possible educational program under the circumstances. If you have any questions or problems, please contact Dr. Jones or me.

Sincerely:

Charles Pepper

Charles Pepper

INDIANA

Dr. Ruth C. Stacy
Supervisor of Guidance
Indiana Area School District
501 East Pike
Indiana, PA 15701
(412) 463-8713

Paul Gallagher
Principal
Horace Mann Elementary School
205 South Fifth Street
Indiana, PA 15701
(412) 463-8560

- The Horace Mann Elementary School principal and the county domestic violence shelter agreed upon general guidelines (copies follow) for schooling children who temporarily reside at the shelter.
  - The shelter uses discretion in sending children to be enrolled: if there is any indication that the child(ren) or other people in the school may be endangerd by the abuser, APH discourages the mother from enrolling the child(ren).
  - The shelter gives the school advance notice when a mother plans to enroll her child(ren), and usually someone from the shelter accompanies her.
  - When the school has proof of immunization, it allows children to begin attending classes before all other records are received, and in some instances it arranges with the student's previous school to keep the child(ren)'s new location confidential.
  - If the father appears at the school and wants to see his children, the school must let him do so unless the mother has obtained a court order barring such contact. When this happens, the school puts the father and child(ren) in a room whose only doorway is monitored (so that the father cannot leave with the child(ren)), and calls the shelter to let the mother know that this is happening.
  - When the child begins attending classes, the principal notifies the child's teacher and the guidance counselor that the child is from the shelter so that they may better serve the student's needs. However, no one else knows about the child's home/family situation, and the school intentionally tries to treat the child like any other new student.

Policy on School Enrollment

If children are at the Alice Paul House for only a brief time, we will keep them out of school.

If we feel there is danger, we will keep them out of school.

If we feel there is no danger, and they will be here two weeks to thirty days, we would like to send them to school. In those cases, with the client's permission, we will provide principal with confidential information necessary to ensure safety of students and school personnel. We will help client fill out forms and accompany her to enroll child in school.

If at any time principal feels safety of others is compromised, we will withdraw child from school.

Alternative School Program Models

THE ALLEGHENY INTERMEDIATE UNIT'S ALTERNATIVE EDUCATION PROGRAMS

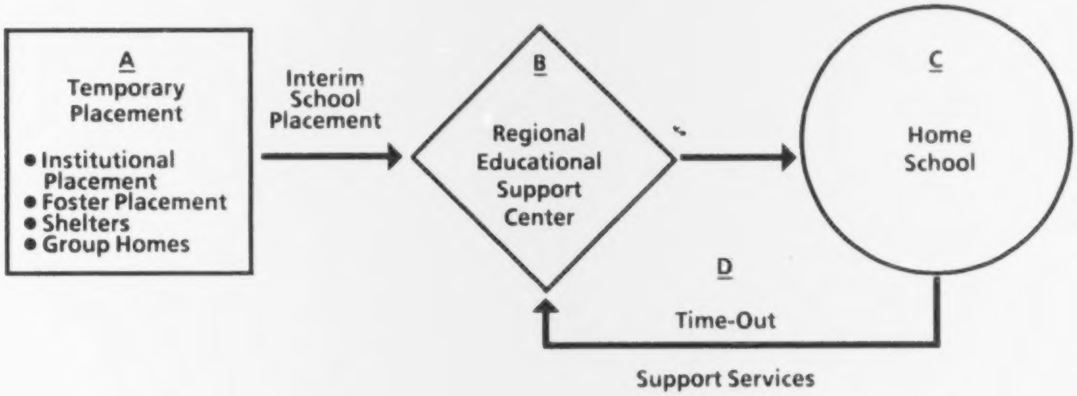
INTRODUCTION

The Allegheny Intermediate Unit's Alternative Education Programs operate an extensive transitional support system for the delinquent and dependent youth of Allegheny County. This system, named the Regional Educational Support Centers (RESC), was created in 1979 in response to profound changes in the Pennsylvania Juvenile Act that occurred in the 1970's. The system, which consists of 5 regional support centers, has 5 major goals:

a. Interagency awareness/collaboration
b. Transfer of records
c. Pre-placement planning
d. Maintaining placement and communication
e. General Education Development

THE MODEL

Transitioning Services


A
Temporary Placement
• Institutional Placement
• Foster Placement
• Shelters
• Group Homes
Interim School Placement
B
Regional Educational Support Center
C
Home School
D
Time-Out
Support Services

A. RESC PROVIDE TRANSITIONING SERVICES

Collectively, the five regional centers act as a county-wide transitioning system for eligible youth as they move to and from various treatment programs such as foster homes, shelters, community-based institutions, group homes, and correctional facilities.

On a systematic level, transitioning means establishing open communication lines with all concerned persons and coordinating interagency efforts. On an individual case level, transitioning involves assigning the student to an educational advocate, called an Educational Specialist, who:

a. Oversees the orderly transfer of educational records
b. Enrolls the student in tutorial classes at the support center pending appropriate public school placement
c. Debriefs, orients, advises, and counsels the new student
d. Monitors the student's adjustment to public school for a minimum of three weeks following enrollment.

The Educational Specialist works cooperatively with a designated school district contact person to achieve these objectives. Ideally, the contact person also acts as the youth's "ombudsman" when problems occur.

> **Last year, Educational Specialists served approximately 2,500 youth of compulsory school age. The program attempts to create an environment supporting a change in student behavior which includes: 1) the better understanding of self and others; 2) a willingness to participate actively and constructively in the life of the public school; 3) the development of basic skills sufficient to continue education in the public school setting; 4) the ability to make "right" decisions; and 5) the ability to set immediate and long-term educational goals.**

The preparation for placement of these youth into local education agencies helps the students make an adequate adjustment. An independent study of the program concluded that "almost three fourths of the youth received no disciplinary actions as of the 90 day follow-ups," and "a significant percentage of the students were doing better academically." Despite these findings, some students need on-going support services.

B. RESC PROVIDE SUPPORT SERVICES

The second major purpose of the regional support centers is to provide youth, on a referral basis, with continuing support academically and emotionally. Support can take many forms, the most popular with public school and social agency personnel is the "interim placement" in the support center for a period of time not to exceed 20 days. Most interims are the result of suspensions and expulsions. However, interims may also be requested for:

a. Academic testing or psychological screening
b. Tutoring
c. Vocational assessment/counseling
d. Adjustment counseling or crisis resolutions
e. Referral to other community agencies

In addition, each support center contains a learning area capable of responding to the following student needs:

- Students who require an interim placement pending completion of LEA enrollment/scheduling procedures;
- Students who need an interim placement to ease their transition from institutional to community living;
- Students who need a continuing education during periods of suspension or expulsion;
- Students placed on abbreviated schedules for learning or social adjustment reasons;
- Students committed to child care facilities so late in the school year that public school enrollment is unadvisable; and
- Students who need to be enrolled in a GED preparation program.

Except for the GED Preparation Program, placement in the learning center program is supplemental to, not in place of, public school enrollment. Therefore, all such placements are temporary in nature.

Learning assignments during interims are planned with, and returned to, the sending school. Due process procedures are followed whenever an interim referral is a special education student. When, despite these supportive interventions, a student withdraws from public school, he/she may enroll in the GED Preparation Program. again, after-care plans are developed collaboratively with the students' probation officer/caseworker and parent/guardian.

What makes the RESC concept unique are the facts that the program:

- exists as a unified educational delivery system. One educational program services most of the delinquent and deprived children in a single region. Needless to say, this facilitates and enhances communication and service.
- develops partnerships with other local agencies and program. These agencies are advisory to the RESC, giving regular input, advice and criticism.

- provides a forum for sharing client needs, and a process to clarify program capabilities and intent. Often it is the place where client priorities and treatment are modified or redirected.

- serves as an organizational nexus between the child and his school, providing baseline information to correctional personnel, educators, treatment entities, and judicial officials.

C. RESC SERVE HOMELESS STUDENTS

The Pennsylvania Homeless Plan identifies six educational barriers which exist for homeless students attempting to access public education programs in Pennsylvania. Four of these barriers - lack of coordination, lack of educational program continuity, lack of student records, and lack of public awareness, are directly addressed through the RESC model.

Though originally intended for use with delinquent and dependent youth, one of the five support centers does assist with the transition of students as they move from their home school, through a temporary placement at an area domestic violence shelter, and eventually on to a more permanent education placement - either at the home school or in a new school. Assistance in the transitional phases helps these students maintain a sense of normalcy and a semblance of educational stability.

The program works closely with and is active in the Runaway and Homeless Youth Network of Allegheny County and the Pennsylvania State Homeless Student Task Force. This county and state-level collaboration has helped to identify and remedy barriers that negatively affect the education of homeless children. Again, the RESC is in a unique position to influence local educational agencies to alter or change their attitudes and policies regarding transient youth.

While residing at the temporary shelter, the students attend school at he RESC. Their academic program continues, without interruption, during this time. Whenever possible, daily assignments are obtained directly from the students' home school. Small group instruction allows for individualized academic programming and emotional support. The classroom program focuses on student strengths, remediates diagnosed weaknesses, and incorporates activities which build self-esteem.

Upon leaving the shelter, the students' advocate provides important liaison and follow-up services that facilitate enrollment back to the home school district or in a new school district. When the move is to a new school district or in another part of Allegheny County, a referral to the Regional Educational Support Center serving that district is made and a new advocate is assigned. A transcript outlining school performance and updating school progress is forwarded.

Throughout the enrollment process the advocate utilizes the school district contact network in order to provide school staff information about the life situations of students on the move. The advocate builds awareness of the stress experienced by students who are homeless as a result of family violence. The importance of confidentiality, the issue of protected information, and the necessity of child safety, are reinforced through this ongoing communication with school districts.

The following information includes the various communications utilized in the Regional Educational Support Center's Program for homeless students residing in domestic violence shelters.

ALLEGHENY
INTERMEDIATE UNIT

Pursuing the Promise of Education through
Service and Leadership

SERVING THE SCHOOLS OF ALLEGHENY COUNTY

Dear Parent,

For the next few weeks your child will be going to school in a new and different setting, the Central I office of the Regional Educational Support Center (RESC).

The RESC is run by the Allegheny Intermediate Unit. Other schools recognize our credentials and will give your child credit for attendance here. If you have not already done so, we recommend that you let your child's school know that he/she is temporarily attending the Allegheny Intermediate Unit's Regional Educational Support Center. Please "emphasize" to the school that your child should not be taken off of the school's rolls or considered transferred to the Regional Educational Support Center. If the school has any questions concerning our program, please have them contact us.

Classes at the RESC are very small and your child will receive a lot of personal attention. Please feel free to talk with us about your child's needs. We try to make school a pleasant and enjoyable experience for them, and at the same time encourage their educational and personal development. To help ensure that things run as smoothly as possible we ask that you observe the following:

1) Please bring your child on time (9:00 am) and pick him/her up on time (11:00 am). Every Thursday students will go to for computer classes. is located at Students should be there at 9:00 am and be picked up at 11:00 am.

2) When you know when you will be leaving the WC&S, please let us know so that we can write a final report of your child's work and progress. This report will be sent to either the prior school district or your future district, depending upon each individual situation.

3) Be sure to let us know if your child has any medical problems that we should be aware of.

If you have any questions, please feel free to call our office or stop in to talk to us as we encourage parent involvement in your child's education.

Sincerely,

Lynn C. Dempsey

Lynn C. Dempsey & Staff
Regional Educational Support
Center - Central I

LCD/eed

ALTERNATIVE EDUCATION PROGRAMS

ALLEGHENY
INTERMEDIATE UNIT

Pursuing the Promise of Education through
Service and Leadership

SERVING THE SCHOOLS OF ALLEGHENY COUNTY

TO THE WOMEN'S CENTER AND SHELTER OF GREATER PITTSBURGH

By school law attendance for students of school age is compulsory. However, the family problems which precipatate placement in a facility such as the Women's Shelter, oftentimes, preclude attendance at a child's regular home school. We recognize the situation and for this reason, the Allegheny Intermediate Unit Alternative Education Programs have made available a school facility to provide part-time services to children while their mothers work through their family difficulties.

For students in grades 1-12 the following procedure should be followed by the parent in order to ensure their child's continued school placement and educational growth:

1) Have someone from the Women's Shelter contact our school in order to enroll the student.

2) Check with the Women's Shelter personnel as to how transportation will be provided. It may be necessary for the parent to bring the child to school each day and pick them up unless other arrangements can be made. On the first day of school bring the student's referral form which is entitled "Allegheny Intermediate Unit-Alternative Education Programs-Regional Educational Support Center-Central I."

3) Inform the home school that your child will be attending an AIU sponsored program until such time as family difficulties are resolved. If return to the home remains a possibility, tell the school not to remove the child from their student rolls.

4) If it is known that living arrangements will be made in another school district, contact the school district of origin. Have them send all school records including immunization information to the new school district.

We strongly encourage mothers to take advantage of these services in order to provide some continuity and normalcy to their child's life while he/she is also undergoing emotional upheavals. The learning environment we offer may be the only source of stability or normalcy that the child can feel secure in while these problems are being resolved. For all these reasons the parents should make every effort to have their children attend school in our Center.

ALTERNATIVE EDUCATION PROGRAMS

Thanks to:

The Research and Educational Planning
Center and The Senator Alan Bible
Center for Applied Research

and

The Nevada Department
of Education

INFORMATION DIRECTORY

Help is available for families and their children trying to find shelter, food, clothes, transportation, health, and educational services.

Make that call . . .
If you need help finding resources for:

Food ____________________

Clothes ____________________

Transportation ____________________

Shelter ____________________

Health Services ____________________

Contact person for basic needs ____________________

School District contact person (prior) ____________________

School District contact person (new) Lynn Dempsey, Teacher, 661-6806

Other ____________________

Other ____________________

If available, bring these documents with you when enrolling your child in school:

1. Immunization records
2. Proof of identity (birth certificate, social security #)
3. Proof of residence (optional)

ON-SITE SHELTER SCHOOL PROGRAMS

Currently, three domestic violence shelters in Pennsylvania run fully accredited, on-site school programs for the dependent children of shelter residents. In order to ensure the safety of these students and of shelter residents, the addresses of these programs located in Fayette County, Lebanon County, and Philadelphia, are protected.

Each program is staffed by local school district-employed teacher(s). The maximum length of stay is thirty days; however, extensions are granted on occasion. The specific policies and program components of each school may vary. All three provide:

- A relaxed and warm classroom atmosphere where flexibility is maintained and the emotional well-being of the student is nurtured.
- Individualized and small group instruction for students in grades 1-12.
- Diagnostic math and reading assessments to determine the appropriate grade level of each student.
- Enrichment activities, physical education, field trips, etc.

The classroom teacher at each program works closely with the shelter director and maintains contact with the local school district. The programs provide varying levels of outreach and follow-up to referring and receiving schools on behalf of entering and exiting students. The primacy of individual child and parent safety directs any and all program decisions.

For additional information on any of these programs, contact:

Education of Homeless Children
and Youth Program
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-4605

STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT
SUBTITLE VII-B (Sections 721-722)

Section 721. Statement of Policy.

It is the policy of the Congress that--

(1) each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws; and

(2) in any State that has a residency requirement as a component of its compulsory attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education.

Section 722. Grants for State activities for the education of homeless children and youth.

(a) GENERAL AUTHORITY.--The Secretary of Education is, in accordance with the provisions of this section, authorized to make grants to States to carry out the activities described in subsections (c), (d), and (e).

(b) ALLOCATION.--From the amounts appropriated for each fiscal year pursuant to subsection (g), the Secretary shall allot to each State an amount which bears the same ratio to the amount appropriated in each such year as the amount allocated under section 111 of the Elementary and Secondary Education Act of 1965 (as incorporated by reference in chapter 1 of the Education Consolidation and Improvement Act of 1981) to the local educational agencies in the State in that year bears to the total amount allocated to such agencies in all States, except that no State shall receive less than $50,000 in any fiscal year.

(c) AUTHORIZED ACTIVITIES.--Grants under this section shall be used--

(1) to carry out the policies set forth in section 721 in the State;

(2) to establish or designate an Office of Coordinator of Education of Homeless Children and Youth in accordance with subsection (d); and

(3) to prepare and carry out the State plan described in subsection (e).

(d) FUNCTIONS OF THE OFFICE OF COORDINATOR.--The Coordinator of Education of Homeless Children and Youth established in each State shall--

(1) gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children;

(2) develop and carry out the State plan described in subsection (e); and

(3) prepare and submit to the Secretary an interim report not later than December 31, 1987, and a final report not later than December 31, 1988, on the data gathered pursuant to paragraph (1).

To the extent that reliable current data is available in the State, each coordinator described in this subsection may use such data to fulfill the requirements of paragraph (1).

(e) STATE PLAN.--

(1) Each State shall adopt a plan to provide for the education of each homeless child or homeless youth within the State which will contain provisions designed to--

(A) authorize the State educational agency, the local educational agency, the parent or guardian of the homeless child, the homeless youth, or the applicable social worker to make the determinations required under this section; and

(B) provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

(2) Each plan adopted under this subsection shall assure to the extent practicable under requirements relating to education established by State law, that local educational agencies within the State will comply with the requirements of paragraphs (3) through (6).

(3) The local educational agency of each homeless child or youth shall either--

(A) continue the child's or youth's education in the school district of origin for the remainder of the school year; or

(B) enroll the child or youth in the school district where the child or youth is actually living;

whichever is in the child's best interest or the youth's best interest.

(4) The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

(5) Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

(6) The school records of each homeless child or youth shall be maintained--

(A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and

(B) in a manner consistent with section 438 of the General Education Provisions Act.

(f) APPLICATION.--No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

(g) AUTHORIZATION OF APPROPRIATIONS.--

(1) There are authorized to be appropriated $5,000,000 for each of the fiscal years 1987 and 1988 to carry out the provisions of this section.

(2) Sums appropriated in each fiscal year shall remain available for the succeeding fiscal year.

Appendix B

BECs Basic Education Circulars

COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF EDUCATION

16 - 88

Date issued Fall, 1988
Replaces BEC #NA

SUBJECT: Education of Homeless Children and Youth

TO: Pennsylvania School Administrators

FROM: Donna D. Wall ddw
Commissioner for Basic Education

The Stewart B. McKinney Homeless Assistance Act, Public Law 100-77 became effective July 22, 1987. It defines "homeless" or a "homeless individual" as one who (1) lacks a fixed, regular, adequate night time residence or (2) has a primary night time residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as a regular sleeping accommodation, for human beings (Section 103(a)(1)(2) of the Act).

Title VII B of the Act seeks to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. The law states that "the local educational agency of each homeless child or youth shall either continue the child's or youth's education in the school district of origin for the remainder of the school year or enroll the child or youth in the school district where the child or youth is actually living; whichever is in the child's best interest or the youth's best interest."

I. General Statement

The laws of the Commonwealth of Pennsylvania provide that each homeless child or youth shall have access to free public education as provided to all residents of the State.

II. School Attendance of Resident and Nonresident Students

Section 1301 of the Public School Code of 1949 (24 PS 13-1301) states the following: "Every child being a resident of any school district, between the ages of six (6) and twenty-one (21) years, may attend the public schools in his district. The board of school directors of any school district may admit to schools of the district, with or without payment of tuition, any non-resident child temporarily residing in the district and may require attendance of such non-resident child in the same manner and on the same conditions as it requires the attendance of a resident child."

Section 1302 of the Code (24 PS 13-1302) states that "a child shall be considered a resident of the school district in which his parents or the guardian of his person resides."

Under traditional common law principles, "residence" as used in the Sections of the Code mentioned above, has meant "domocile." However, the reasons for equating "residence" and "domocile" do not apply where homeless children are concerned. The existing predicament of the homeless is such that they have been involuntarily dislocated from their places of previous residence and may be unable or unprepared to establish "homes" on a long term or permanent basis.

III. Students in Facilities of Institutions

Section 1306 (24 PS 1306) deals with the public school admission of nonresident students living in facilities or institutions.

Implementing regulations for Section 1306 are found in Section 11.18 of the State Board of Education regulations. Subsection (a) of Section 11.18 addresses the public school admission of nonresident children who live in an institution, shelter, or custodial care facility:

> The Board of school directors of a school district in which there is located an agency, supervised or licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for care or training of children or adolescents, shall admit to the district's public schools school age children who are living at or assigned to the facility or institution and who are residents of the district or another district in this Commonwealth." (emphasis added)

Section 11.18, as it applies to homeless children and youth, includes within the definition of "supervised or licensed shelters" those facilities which provide temporary shelter for a specified, limited period of time.

Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate night time residence" - homeless children - are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district in which the child would otherwise reside, if not for the need for temporary shelter.

Appropriate school placement arrangements, based on the child's best interest, should be implemented through the cooperative efforts of the respective chief school administrators. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, administrators should consider the views of the parents or guardian, should attempt to minimize disruptions, and should maintain the highest possible degree of continuity in programs for all homeless students.

The educating district should begin to provide instruction upon being shown evidence that the student's immunization program has been started (See BEC 28-87). The instructional program should begin immediately after the enrollment process is initiated and should not be delayed until the procedure is completed.

If it is determined that a student should continue attending school in the district in which the child would otherwise reside, that home district may continue to educate the student for the period of temporary displacement without subsidy penalty. If it is determined that the child should transfer to the district where the child is physically located or where the temporary shelter is located, that district should follow appropriate enrollment procedures for nonresident students in facilities or institutions. The procedures are outlined in Section 11.18 of the State Board of Education Regulations. Districts should follow the accounting procedures outlined in Section IV of this BEC.

If differences of opinion arise regarding school assignments and the determination of a child's best interest, a review procedure is available to any parent, guardian, emancipated minor, pupil 18 years of age or older, or school district representative. This process may be initiated through the Division of Advisory Services (see "Contact" page C-49).

IV. Fiscal Responsibilities

The educating district should apply the following criteria when determining fiscal responsibility:

A. In cases when the school district where the homeless student or the temporary shelter is located will educate the child, the following procedures will be followed:

1. Homeless individuals not in facilities or institutions shall be reported and reimbursed as resident students.

2. For homeless individuals in temporary shelters the educating school district will send a PDE-4605 Determination of District of Residence for Students in Facilities or Institutions in Accordance With Section 1306 of School Code to the presumed district of residence.

3. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to PDE child accounting procedures.

4. If the PDE-4605 is disclaimed and a district of residence cannot be determined, the child will be considered a ward of the state. The educating district will enter the child on its rolls as a nonresident ward of the state and will report membership according to PDE child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to Child Accounting.

B. In cases when the home district will continue to educate a homeless student for the period of temporary displacement, that district should maintain the homeless student on its roll as a resident student for reimbursement purposes. Districts which transport homeless students from the shelter to the home school, within the ten mile limit, will receive reimbursement in the normal fashion.

REFERENCES:

School Code:

Sections 1301, 1302, 1306

Curriculum Regulations:

Pa. Code:

Purdon's:

24 PS 13-1302, 13-1306

Other:

Stewart B. McKinney Homeless Assistance Act, Public Law 100-77, July 22, 1987
State Board of Education Regulations, Chapter 11, Section 11,18

CONTACT:
Division of Advisory Services
Bureau of Basic Education Support Services
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-783-3750

or

Office of Education for Homeless Children and Youth
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-7133

Child Accounting questions should be referred to:
Division of Child Accounting and Subsidy Research
Bureau of Basic Education Fiscal Administration
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: (717) 787-5423